DOCUMENT RESUME

ED 050 964 SE 011 260

| | |
|---|---|
| TITLE | Summary Evaluation for a School-Community Outdoor Education Project. |
| INSTITUTION | Crystal Lake Community School District 47, Ill. |
| SPONS AGENCY | Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. |
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ABSTRACT

A summary evaluation of the Crystal Lake, Illinois outdoor education program is contained in this document. The project entitled "A School-Community Outdoor Education Project" is a year round program for teaching in, for, and about the outdoors. Designed largely to assist teachers to meet educational objectives relating to the out-of-doors and man's environment, the program was also planned to enrich learning in all subject areas. Major attention of the report focuses on the testing of pupils and the reactions of those involved in the program-initiators, assistees, and recipients. Analysis and evaluation is made of the comments by teachers, administrators, pupils, parents and community agents, along with recommendations for future programs. The narrative report suggests the greatest educational change in the three year project has been in teaching methodology--increased use of the out-of-doors in all subjects. Another gain has been the increased community-relatedness of the schools through cooperation of agencies and individuals with the school programs. Statistical data and sample dissemination materials are also presented. This work was prepared under an ESEA Title III contract. (BL)

ED050964

# SUMMARY EVALUATION

FOR

# A SCHOOL-COMMUNITY OUTDOOR EDUCATION PROJECT

(A YEAR ROUND PROGRAM FOR TEACHING IN, FOR
AND ABOUT THE OUTDOORS)

SPONSORED BY

CRYSTAL LAKE PUBLIC SCHOOLS
DISTRICT #47
CRYSTAL LAKE, ILLINOIS

1970

CRYSTAL LAKE
OUTDOOR EDUCATION

SE 011 260

FUNDED:
TITLE III, E.S.E.A.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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ED050964

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STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
RAY PAGE, SUPERINTENDENT

## ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965 (P.L. 89-10)

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O.S.P.I. Use Only

## SECTION I - PROJECT INFORMATION

A. **REASON FOR SUBMISSION OF THIS FORM (Check one)**

1. ___ Initial application for Title III Grant 2. ___ Resubmission 3. ___ Application for Continuation Grant 4. X End of budget period report

B. **ILLINOIS GRANT NUMBER** 132-3-69

In all cases except initial application, give assigned Illinois Grant number

C. **MAJOR DESCRIPTION OF PROJECT: (Check one)**

1. X Innovative 2. ___ Exemplary 3. ___ Adaptive

D. **TYPE (s) OF ACTIVITY (Check one or more)**

1. ___ Planning of Program 3. ___ Conducting Pilot Activities 5. ___ Construction

2. ___ Planning of Construction 4. ___ Operation of Program 6. ___ Remodeling

E. **PROJECT TITLE (5 Words or Less)**

Outdoor Education for Southern McHenry County

F. **BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT.**

G. **NAME OF COUNTY** McHenry

H. **CONGRESSIONAL DISTRICT**

I. **NAME OF APPLICANT** (Administrative District) School District #47

J. **ADDRESS (Number, Street, City)** 174 N. Oak St., Crystal Lake, Ill.
Zip Code 60014 Area Code 815 Phone Number 459-6070

K. **NAME OF PROJECT DIRECTOR** Norbert Ziemer, Director

L. **ADDRESS (Number, Street, City)** 330 N. Main, Crystal Lake, Ill.
Zip Code 60014 Area Code 815 Phone Number 459-5557

M. **NAME OF SUPERINTENDENT** (Administrative Dist.) Corbyn Hamby

N. **ADDRESS (Number, Street, City)** 174 N. Oak St., Crystal Lake, Ill.
Zip Code 60014 Area Code 815 Phone Number 459-6070

**SIGNATURE OF SUPERINTENDENT** (Administrative District) Corbyn Hamby

**DATE SUBMITTED** 9/22/70

OSPI 45-03-104

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
RAY PAGE, SUPERINTENDENT

Department of Title III, ESEA
325 South Fifth Street
Springfield, Illinois 62706

# PROPOSED BUDGET SUMMARY / EXPENDITURE REPORT OF TITLE III, E.S.E.A. FUNDS

NAME AND ADDRESS OF ADMINISTRATIVE DISTRICT
Crystal Lake Public School District #47
174 North Oak Street, Crystal Lake, Ill. 60014

ILLINOIS GRANT NUMBER
132-3-69

PART I EXPENDITURES

TYPE OF REPORT (Check one)

☐ PROPOSED BUDGET SUMMARY ☐ ESTIMATED EXPENDITURE REPORT ☒ FINAL EXPENDITURE REPORT

| PROJECTED BUDGET PERIOD | | | | | |
|---|---|---|---|---|---|
| BEGINNING | | | ENDING | | |
| Mo. | Day | Yr. | Mo. | Day | Yr. |
| 10 | 13 | 69 | 6 | 30 | 70 |

| EXPENDITURE ACCOUNTS | | EXPENSE CLASSIFICATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | SALARIES | | | | | | | | |
| Functional Classification | Acct. No. | PROFESSIONAL | NON PROFESSIONAL | CONTRACTED SERVICES | MATERIALS AND SUPPLIES | TRAVEL | EQUIPMENT | OTHER EXPENSES | TOTAL EXPENDITURES | NEGOTIATED BUDGET |
| 1 Administration | 100 | 4618.70 | 2700.00 | 4400.00 | 1630.88 | 1095.44 | XXXXXX | | 14445.02 | 12034.00 |
| 2 Instruction | 200 | 3785.00 | 3194.58 | 525.31 | 3101.95 | | XXXXXX | | 10606.84 | 10118.81 |
| 3 Attendance Services | 300 | | | | | | XXXXXX | | | |
| 4 Health Services | 400 | | | | | | XXXXXX | | | |
| 5 Pupil Transportation Services | 500 | | | | | 1774.58 | XXXXXX | | 1774.58 | 2433.19 |
| 6 Operation of Plant | 600 | | | | 92.10 | | XXXXXX | 1333.37 | 1425.47 | 1572.00 |
| 7 Maintenance of Plant | 700 | | | 2235.79 | | | XXXXXX | | 2235.79 | 1644.00 |
| 8 Fixed Charges | 800 | | | 710.00 | | | XXXXXX | 1418.91 | 2128.91 | 1292.00 |
| 9 Food Services | 900 | | | | | | XXXXXX | | | |
| 10 Student-Body Activities | 1000 | | | | | | XXXXXX | | | |
| 11 Community Services | 1100 | | | | | | XXXXXX | | | |
| 12 Remodeling | 1220 | | | | | | XXXXXX | | | |
| 13 Capital Outlay-Equipment Only | 1230 | XXXXXX | XXXXXX | XXXXXX | XXXXXX | XXXXXX | 1017.90 | XXXXXX | 1017.90 | 1212.00 |
| 14 TOTAL | | 8403.70 | 5894.58 | 7871.10 | 4824.93 | 2870.02 | 1017.90 | 2752.28 | 33634.51 | 30306.00 |
| 15 Negotiated Budget | | 7144.00 | 6500.00 | 7514.00 | 2175.81 | 3433.19 | 1212.00 | 2327.00 | | 30306.00 |

OSPI 45-03-103 (11/69)

Section I - Continued

O. Complete if the Proposal is Considered to be a Handicapped and/or Demonstration Program

1. ____ Program for Handicapped ____ Percentage of Expenditures for Handicapped
2. ____ Demonstration Program ____ Percentage of Expenditures for Demonstration
3. ____ Both
4. ____ Not Applicable

P. List the Number of Each Congressional District Served

Q. 1. 1 Total Number of Counties Served

2. 6 Total Number of School Districts Served

3. 36,000 Total Estimated Population in Geographic Area Served

R. 1. $620 Average Per Pupil (ADA) Expenditure (first preceding year)
2. 670 Average Per Pupil (ADA) Expenditure (second preceding year)

S. Distribution of money by areas served

1. ____ Inner City
2. ____ Geographically Isolated Areas
3. ____ Program for Minority Group
4. ____ Pre-Kindergarten Program
5. ____ Program for Handicapped
6. x Other

T. Of the Total Number of Persons Served Give the Percentage of Children which come from Families with Annual Incomes of:
1. ____ % $2000 or less 2. ____ % $2001-$3000 3. ____ % over $3000

SECTION II - BUDGET SUMMARY FOR PROJECT (Include amount from item G 3 below)

| | PREVIOUS ILLINOIS GRANT NUMBER | BEGINNING DATE (Month, Year) | ENDING DATE (Month, Year) | FUNDS REQUESTED |
|---|---|---|---|---|
| A. Initial Application or Resubmission | ▨ | 6-28-67 | 6-30-68 | 70,121 |
| B. Application for First Continuation Grant | | 6-30-68 | 6-29-69 | 42,950 |
| C. Application for Second Continuation Grant | | 6-2-69 | 6-1-70 | 37,565 |
| D. Total Title III Funds | ▨ | ▨ | ▨ | 150,636 |
| E. End of Budget Period Report | 132-3-69 | 10-13-69 | 6-30-70 | ▨ |

Complete only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.

F. Type of Function (Check applicable lines)

1. ____ REMODELING OF FACILITIES
2. ____ CONSTRUCTION OF FACILITIES
3. ____ LEASING OF FACILITIES
4. ____ ACQUISITION OF REBUILT-IN EQUIPMENT
5. ____ ACQUISITION FACILITIES

G.

1. ____ TOTAL SQUARE FEET IN THE PROPOSED FACILITY
2. 6600 TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS
3. ____ AMOUNT OF TITLE FUNDS REQUESTED FOR FACILITY

## SECTION III-ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

A.

| | | GRADES | | | | | | | ADULT exclude teachers | OUT OF SCHOOL YOUTH | TOTALS | STAFF MEMBER ENGAGED IN IN-SERVICE TRAINING PROJECTS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PRE-K | K | 1 | 2 | 3 | 4-6 | 7-12 | | | | |
| 1. School Enrollment in Geographic Area Served | (a) Public | | 767 | 746 | 675 | 763 | 2183 | 3291 | | | 8425 | |
| | (b) Non-Public | | 20 | 88 | 88 | 95 | 280 | 168 | | | 739 | |
| 2. Persons Participating in Project | (a) Public | | 767 | 746 | 675 | 763 | 2183 | 3291 | | | 8425 | |
| | (b) Non-Public | | 20 | 88 | 88 | 95 | 280 | 168 | | | 739 | |
| | (c) Not Enrolled | | | | | | | | | | | |

B. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item above)

| WHITE | NEGRO | AMERICAN INDIAN | PUERTO RICAN | ORIENTAL | MEXICAN AMERICAN | OTHER (Specify) | TOTAL |
|---|---|---|---|---|---|---|---|
| 9143 | | | | 8 | 13 | | 9164 |

C. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

| PARTICIPANTS | RURAL | | METROPOLITAN AREA | | |
|---|---|---|---|---|---|
| | FARM | NON-FARM | CENTRAL-CITY LOW SOCIO-ECONOMIC AREA | SUBURBAN | OTHER |
| PERCENT OF TOTAL NUMBER SERVED | | | | | |

## SECTION IV-PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

A. PERSONNEL PAID BY TITLE III FUNDS

| TYPE OF PAID PERSONNEL | REGULAR STAFF ASSIGNED TO PROJECT | | | NEW STAFF HIRED FOR PROJECT | | |
|---|---|---|---|---|---|---|
| | FULL-TIME | PART-TIME | FULL TIME EQUIVALENT | FULL-TIME | PART-TIME | FULL-TIME EQUIVALENT |
| 1. ADMINISTRATION SUPERVISION | | | | 1 | | |
| 2. TEACHER: | | | | | | |
| (a) Pre-Kindergarten | | | | | | |
| (b) Kindergarten | | | | | | |
| (c) Grades 1-6 | | | | | | |
| (d) Grades 7-12 | | | | | | |
| (e) Other | | | | | | |
| 3. SUBJECT-MATTER SPECIALISTS (Artists, Scientists, Musicians) | | | | | | |
| 4. TECHNICIANS (Audiovisual, Computer Specialists) | | | | | | |
| 5. PUPIL PERSONNEL WORKERS (Counselors, Psychologists, Social Workers) | | | | | | |
| 6. MEDICAL AND PSYCHIATRIC PERSONNEL | | | | | | |
| 7. RESEARCHERS, EVALUATORS | | | | | 1 | |
| 8. PLANNERS AND DEVELOPERS | | | | | | |
| 9. DISSEMINATORS (Writers, Public Relations Personnel, Editors) | | | | | | |
| 10. OTHER PROFESSIONAL | | | | | | |
| 11. PARA-PROFESSIONAL (Teacher Aids) | | | | | | |
| 12. OTHER NON-PROFESSIONAL (Clerical, Bus Drivers) | | 1 | | 1 | | |

B. CONSULTANTS TO BE PAID BY TITLE III FUNDS

1. Total Number Retained 1
2. Total Calendar Days Retained 30

SECTION V - SERVICES OFFERED, PERSONS DIRECTLY SERVED, AND ESTIMATED COST OF SERVICES - ALL PROJECTS ACTIVE DURING FISCAL YEAR - TOTAL NUMBER OF PARTICIPANTS (Persons May Be Counted More Than Once)

| A. MAJOR PROGRAMS OR SERVICES | NUMBER OF PUPILS BY GRADE LEVEL | | | | ADULT | OUT OF SCHOOL YOUTH | NUMBER OF NON-PUBLIC PUPILS | ESTIMATED COST (Amount may overlap) |
|---|---|---|---|---|---|---|---|---|
| | PRE-K | K | 1-6 | 7-12 | | | | |
| 1. Develop, Plan, Evaluate, or Disseminate Activities | | | | | | | | |
| 2. Better Utilization of In-Service Education of Instructional Personnel | | | | | | | | |
| 3. Program for Institutional Improvement (Organization, Administration) | | | | | | | | |
| 4. Education Centers Serving a Large Area | | | | | | | | |
| 5. Improve or Expand Curriculum | | 787 | 4918 | 3459 | | | | |
| Arts (Music, Theater, etc.) | | | | | | | | |
| Language Arts | | | | | | | | |
| Foreign Languages | | | | | | | | |
| Mathematics | | | | | | | | |
| Science | | | | | | | | |
| Social Studies/Humanities | | | | | | | | |
| Vocational/Industrial Arts | | | | | | | | |
| Other-Specify | | | | | | | | |
| 6. Educational Technology Media | | | | | | | | |
| Computers | | | | | | | | |
| TV/Radio | | | | | | | | |
| Other-Specify | | | | | | | | |
| 7. Improve Classroom Instruction | | 787 | 4918 | 3459 | | | | |
| Flexible Schedule, Individual Instruction | | | | | | | | |
| Other-Specify | | | | | | | | |
| 8. Remedial and Special Education | | | | | | | | |
| Handicapped | | | | | | | | |
| Gifted | | | 41 | | | | | |
| Remedial Reading | | | | | | | | |
| Speech and Hearing | | | | | | | | |
| Other-Specify | | | | | | | | |
| 9. Pupil Personal Services | | | | | | | | |
| Guidance | | | | | | | | |
| Social Work | | | | | | | | |
| Health | | | | | | | | |
| Psychological | | | | | | | | |
| Attendance | | | | | | | | |
| 10. Community Service or Participation | | | | | 202 | | | |
| 11. Meeting Critical Educational Needs | | | | | | | | |
| Central City | | | | | | | | |
| Georgraphically Isolated | | | | | | | | |
| Minority Groups | | | | | | | | |
| Early Childhood | | | | | | | | |
| 12. Summer Programs | | | | | | | | |

# NARRATIVE REPORT

June 1970 brings to a close more than three years of intensive and rewarding work in the schools of southern McHenry County. Outdoor Education can fairly be said to be accepted practice in these schools.

Two tributes to the program may be cited:

1. The Board of Education of District 47, Crystal Lake, has officially acted to fund the program fully from local sources.
2. The Illinois Department of Public Instruction has selected the project as exemplary of more than one-hundred Title III projects in the state.

Considerable time during the project's second year was devoted to re-stating aims and objectives. The three "parts" below consist of the results of that work, essentially as reported in the Continuation Grant Request of one year ago. They are re-stated here for easy reference.

## Objectives of the Program

### Part One - Rationale

Although many of the objectives subsequently set forth may be attained to some degree through the on going classroom instruction, persons participating in this school-community outdoor education program firmly believe that:

1. Critical thinking improves through practice, and that opportunities more readily occur for such practice when direct and tangible experiences are provided in the outdoors.

2. That children's understanding and appreciation of man's dependence on and responsibility for various components of his natural environment can be enhanced through direct experience in the field.

3. Children can be helped to recognize individual worth and the interdependence of all mankind by planning for and participating with others in experiences outside the classroom.

4. Children can be helped to develop abilities for the interchange of thoughts and ideas through reporting and discussion and that experiences in the outdoors will (after research and critical thinking) provide vital subject matter for such communication.

5. Children's appreciation and awareness of the rich, natural, and historical heritage of the outdoors and importance to the nation can be increased by providing real, tangible experience in the outdoors.

6. That children will develop a reverence for life in which the importance of all living things is understood, and have an appreciation for natural beauty as a result of experiences in the outdoors.

7. Individuals will develop attitudes and good habits in regard to physical and emotional health, and appreciation for and interests in the outdoors and natural environment through appropriate, well planned first hand experiences outdoors.

8. Although primary responsibility for instruction rests with classroom teachers, most of them need much assistance in providing children with experiences outside the classroom.

## Aims and Objectives

The primary aim of this program shall be to assist and aid teachers to increase children's understandings and appreciation of science and the natural environment outdoors, to develop and improve the scientific attitude and thinking in children, and to increase children's interests in science and the outdoors. (Teachers will be interviewed periodically to ascertain their professional opinions as to the value of this aid and assistance.)

Specifically, children participating in this program should:

a. Improve in regard to the scientific attitude and in the areas of scientific thinking; hence score higher on the Scientific Attitude phase of the Inventory of Science Attitudes, Interests, and Appreciations than those not participating in this program.

b. Increase their interest in outdoor pursuits, in conservation activities, and in environmental studies; hence, score higher on the Interest Inventory and the Interest items of the ISAIA than children not participating in this program.

c. Develop a greater awareness of and appreciation for science, the out-of-doors, and their natural environment; hence, score higher on the Appreciations items of the ISAIA than children not participating in this program.

d. Receive a greater number of science experiences in the field with the elements and materials of the natural environment and subsequently score higher on the appropriate section of the ISAIA than those not participating in the program.

e. Demonstrate growth in responsibility for nature and their local environment recognizable by their parents while at home and away from the school setting.

f. Develop a discernible enthusiasm for this program, the study of and in the outdoors and demonstrate this enthusiasm in oral and written form.

## Ways and Means

The following are set forth as the exact procedure by which the preceding objectives will be met:

a. To continue the employment of a director of outdoor education and secretary and to study the feasibility of adding a part-time assistant.

b. To increase the number of children participating in the school year program from 10,000 child-days to 12,000 child-days.

c. To increase the number of children participating in the summer program from 793 child-days to over 800 child-days.

d. To increase the number of field trips provided from 213 to 275.

e. To increase the usage of school sites and nearby sites from 2,500 uses to 3,000 uses.

f. To increase the number of sixth grades attending resident outdoor programs from 2 to 6 (thereafter as per enrollment.)

g. To increase the number of in-service training experiences for teachers from 3 to 5 and the number of teacher-days in such activities from 85 to 140.

h. To request a further offering of extension courses in outdoor education from Northern Illinois University, thereby involving some 25-40 additional teachers in formal course work.

i. To assist McHenry County College to offer additional courses for laymen in the area of outdoor education.

j. To increasingly involve members of conservation organizations in the communities in the project as advisors and as actual teachers.

k. To publish and distribute to all teachers:

    10 Newsletters
    18 "Tips" Bulletins
    300 copies, A Dictionary of Legend and Lore of Plants in Veteran Acres Park (a teacher-written guide to local plants)

l. To increase the "check-outs" of project-owned teaching materials from 35 to 70.

m. To continue the increase in non-fiction reading of children in project schools, as measured by library records.

n. To provide speakers and/or visual aids for meetings to professional and civic organizations in the project communities.

## SECTION II

A (1) Aims and Objectives (a) through (d), above, are subject to the objective measures employed by the Project Evaluator. The Evaluator's report, attached hereto, is a continuation of his reports for the previous two years. Taken together the three reports indicate significant differences in the "science attitudes, interests, and appreciations" of outdoor-oriented classes. In addition, the effects of the outdoor education program on the children's attitudes, interests, and appreciations appear to be cumulative.

So it may fairly be stated that Aims and Objectives (a) through (d) have been met in a satisfactory manner. (The "ways and means" by which these objectives have been met are detailed in A (2) below.)

Objectives (e) and (f) are more nearly measured by the subjective responses of teachers, children, parents, and laymen. These responses were also supportive. High levels of enthusiasm, undiminished over the three years of the project, would seem to indicate that these two objectives were met. The Evaluator's expected decrease in support, especially on the parts of parents and laymen, did not occur. Interest and attitude are also reflected in the recent addition of a week-end nature program.

A (2) The particular "ways and means" by which the project objectives have been met are summarized below:

a. The schools have continued the employment of a director and a secretary and have budgeted for both of the years 1970-71. It is not considered feasible to add personnel at this time. It should be stated, however, that increased use is being made of volunteer personnel.

b. Participation in the school year program has continued to increase each year as indicated below:

TABLE I

Children Participating in the Program

| Year | At center | Other sites * |
|---|---|---|
| 1967-68 | 5441 | 4200 |
| 1968-69 | 6148 | 6340 |
| 1969-70 | 7188 | 7275 |

* - Actual head counts are made to the center; the Director and Principals estimate participation in other sites.

c. Child-days of participation in the summer program increased from 793 in 1968 to 979 in 1969. Further increases are expected.

d. The actual number of field trips to "other sites" conducted by teachers in the project schools increased 291 in 1969-70, a marked increase. (There were 290 trips to the Center.)

e. The usage of school grounds and other sites increased, as indicated in Table I, above.

f. Six sixth grades were involved in a week-long resident outdoor education experience during 1969-70. It is expected that all sixth grades in the Crystal Lake Schools will participate during 1970-71.

g. Eight (8) in-service training experiences were offered during the 1969-70 school year, totalling 204 teacher-days of involvement.

h. An extension course, Outdoor Teacher Education 405, was offered to 27 teachers in project schools during the Spring semester, 1970. This brought to three the extension courses generated over the three years of the project's duration.

i. The project again assisted McHenry Junior College in offering a course, "Art in Nature," to laymen in the community. (A third such offering is scheduled for Fall, 1970.)

j. Members of the local Audubon Society, Garden Clubs, and Boy Scout leaders have continued and increased their volunteer leadership roles in the program. Various individual citizens not associated with such organizations have also played leadership roles.

k. The following project publications have been made available to teachers in project schools during 1969-70:

10 Newsletters

18 "Tips" bulletins

300 copies, Dictionary of Legend and Lore of Veteran Acres Park.

175 sets of 43 teacher-designed lesson plans.

l. "Check-outs" of project-owned materials for use in schools and on "other sites" field trip dramatically increased to more than double the 1968-69 figure of 35.

m. Library records as well as children's responses to Evaluator's instrument indicate that non-fiction reading continues to increase.

n. The project director as well as several members of the Professional Committee have made presentations and/or furnished visual aids for several professional and civic organizations in the communities.

## SECTION III

A. By all odds the greatest educational change in the project communities over the three years has been in teaching methodology. Increasingly, teachers in project schools are teaching in the outdoors (at the Center, on school grounds, and other sites) those things which can best be taught outdoors. Increasingly, also teachers are weaving outdoor instruction into the on-going instructional sequence in their classes. The quality of planning for field trips has shown dramatic improvement during the project years.

Another great gain has been the increased community - relatedness of the schools. Agencies and individuals in the project communities have become involved in the two-way process - helping the project and being helped by it.

b. Community agencies which have cooperated are:

Park District
Audubon Society
Garden Clubs
Soil Conservation District
Boy Scouts of America
Crystal Lake High School
Special Education District
"Earth Day" Committee
McHenry County Junior College

C. In-put of the various community agencies has greatly enriched the educational experiences of children in project schools. For instance, on one of the sixth grade overnights at the Center, a faculty member from the High School taught an astronomy lesson at night and Audubon Society members conducted an early morning bird walk. The county Soil Conservation Service has furnished aerial photographs and soil profiles for project use.

In turn, the agencies have gained an increased understanding of the role of outdoor experiences in the education of children and the agencies' functions in that role. Project objectives, especially those having to do with conservation of natural resources, may now be considered shared objectives between schools and related agencies.

## SECTION IV

A. The project will be continued in whole.

B. The continuing project is to be funded directly out of operating funds of the sponsoring district. Other school districts cooperating in the project may decide to join on a pro-rated basis. (Budgets of those districts are not completed as of June 30, 1970.)

## SECTION V

A. All of the dissemination methods used by the project have been judged to be successful. The major methods used are:

1. Newsletters
2. "Tips" bulletins
3. Extra copies of Proposal
4. Extra copies of Continuation Grant Requests
5. "Resource Guide"
6. "Dictionary of Legend and Lore of Plants in Veteran Acres Park"
7. Forty-three teacher-written lesson plans
8. Numerous newspaper articles
9. Two articles in professional magazines
10. Frequent mention in newsletters of other outdoor education projects.
11. Inter-visitation
12. Presentations by Director and Professional Committee members to professional meetings.

13. Participation by Director in feasibility study and proposal for another school system.

14. Three sets of color slides and narrations to accompany.

15. A brochure describing the project is currently in press.

B. Elements of the project have been adopted by, at least, the following school systems:

1. Clarksville, Tennessee, Public Schools
2. Rochelle, Illinois, Public Schools
3. Glen Ellyn, Illinois, Public Schools
4. Sterling, Illinois, Public Schools
5. Great Neck, New York schools
6. Lombard, Illinois, Public Schools
7. Woodstock, Illinois, Public Schools

## SECTION VI

For items disseminated by the project see listing above (Section V, A, above). Samples are included in Appendix to this report.

# SUMMARY EVALUATION

# ESEA TITLE III SCHOOL-COMMUNITY OUTDOOR EDUCATION PROJECT

For

SOUTHERN McHENRY COUNTY, ILLINOIS

by

Malcolm D. Swan, Associate Professor
Department of Outdoor Teacher Education
Northern Illinois University

# SUMMARY EVALUATION

## ESEA TITLE III SCHOOL-COMMUNITY OUTDOOR EDUCATION PROJECT FOR SOUTHERN McHENRY COUNTY, ILLINOIS, MAY, 1970

by: Malcolm D. Swan, Associate Professor
Department of Outdoor Teacher Education
Northern Illinois University

In earlier documents, the Evaluator (Malcolm D. Swan) set forth a plan and rationale for evaluating the School-Community Outdoor Education Project of Southern McHenry County, Illinois. The philosophy and process of evaluation at this time at the close of the third project year was the same as in the two earlier valuative reports.[1]

Readers of the third year project proposal will note a substantial change in the way in which the program purposes and objectives were stated.[2] This revision, focusing upon the project's impact on teachers and children, rather than things to be done, services to be provided, or numbers served (all ways and means) was a major improvement. Because of this and because many of these "ways and means" and other program statistics will be treated in other sections of the summary report, it seems necessary to only briefly mention these third year activities:

1. Continuation of the employment of a director of outdoor education, secretarial help, and professional consultant assistance.

2. Strengthening the alignment between the project and Northern Illinois University to improve the preparation of teachers in this field. Included was a fourth graduate course offered in cooperation with the project and a new arrangement whereby graduate interns in outdoor education assisted in project activities.

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[1] Continuation Grant for A School-Community Outdoor Education Project (A Year Round Program for Teaching In, For and About The Outdoors, Crystal Lake, Illinois: School District No. 47, April, 1968, and April, 1969.

[2] Ibid, April, 1969, pp. 2-3.

3. Continuation of an Outdoor Education Committee composed of representatives of all schools in the project.

4. Continuation of the Lay Committee in an advisory capacity in policy decisions, as a sounding board, and as a part of the evaluation program.

5. Continuation of the cooperative arrangement with the Park District.

6. Continuation of the teacher information program including publications, workshop, demonstration presentations, courses, etc.

7. Expansion of the "resident program" so that six classes of sixth graders received a week of resident outdoor education this year - with plans underway to make this experience available to all sixth graders in subsequent years.

8. Continuation of the program to assist teachers to plan, conduct, and follow-up their outdoor experiences by providing transportation, resource assistance, and teaching sites.

9. Maintenance of records of the number of child experiences provided at the Outdoor Education Center or Nature Center. From the beginning of school to the close of school (1969-70) more children were expected to be transported for outdoor education than in previous years.

10. Participating in the Park District's extensive summer program in outdoor nature education and recreation.

11. The interest being shown by teachers in developing short-term resident experiences (overnights) with their children.

Since most of these are described in other sections, this report will focus on the testing of pupils and reactions of (1) the program initiators, (2) the program assistees, the teachers and administrators the program was to assist, and (3) the recipients, the pupils, parents, and community the program serves. In addition, the Evaluator again asked outside educators to come to the area, react, and provide recommendations. These are each treated individually in the following sections. A final section contains the general reactions of the project evaluator and his recommendations.

Note that in this analysis some attention has been given to (1) changes occurring from year to year in what is being done or emphasized, and (2) changes in the reactions of persons involved in it from year to year. Because this program was at the end of federal and state involvement, decisions were being made about its success and its future. These decisions were expected to influence not only this program but also persons in other school districts or states considering similar programs.

## TESTING OF PUPILS

One phase of the project Evaluation has been to administer the Inventory of Science Attitudes, Interests and Appreciations and the Interest Inventory to District 47 sixth graders each May (1968, 1969, and 1970.)[3]

The Outdoor Education Director ranked the sixth grade teachers and their classes according to their participation in this program and outdoor education each year. Hence, the scores of pupils in classes having greater amounts of field or outdoor experiences and teachers most supportive of the program could be compared with the scores of pupils in classes having fewer outdoor experiences and/or teachers less supportive of the program.

Furthermore, the scores of all the sixth graders could be compared from year to year to find if improvement took place. The assumption being that at least part of any improvement that might be found from one year to the next was attributable to the program. (See program objectives[4])

### The Inventory of Science Attitudes, Interests and Appreciations and Interest Inventory.

The ISAIA contains sixty-three Agree-Disagree items and twenty-nine experience items. Subscores for Scientific Attitude (20 items), Appreciation of science and man's environment (19 items) and interests in science and nature (20 items) can be obtained from the Agree-Disagree section. Some of the items relate directly to outdoor experiences, whereas others related to experiences or situations found in the usual classroom or laboratory situation.

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[3] Continuation Grant for A School-Community Outdoor Education Project (A Year Round Program for Teaching In, For and About the Outdoors, Crystal Lake, Illinois: School District No. 47, April, 1969, pp. 69-75.

[4] Ibid., pp. 2-3.

The Interest Inventory was designed to measure the direction of children's interests, higher scores indicating greater interest in outdoor and nature related pursuits and lower scores indicating more interest in indoor and sportslike activities. (See program objectives as set forth in request for third-year funding)

Table I contains statistics computed from the pupil scores on the two instruments in May, 1969. Note that the mean scores of the pupils in the "outdoor oriented classes" appeared to be greater than those in the control or "non-oriented classes" on each subscore of the ISAIA and in total score. Pupils in the control classes appeared to score slightly higher on the Interest Inventory. However, when the *t* test was applied, only one of these, the Interest Subscore, was great enough to be statistically significant.

Table II contains a comparison of pupil scores for May, 1968,near the end of the first project year, and May, 1969. Note that in May, 1969, District 47 sixth graders scored significantly higher (.02 or greater level of confidence) on two of the ISAIA subscores, on the Interest Inventory, and in Total Score. Hence, the null hypothesis that the two groups were alike was rejectable, and support was indicated for the contention that the program was making a difference.

Item Analysis. In 1968, four items of the Interest Inventory were answered correctly (in terms of outdoor interests) significantly more times by pupils in the outdoor oriented classes than in the control classes. In 1969, however, there were no differences.

In the year to year comparisons (1968 compared to 1969) these items were answered correctly significantly (.05) more often in 1969 than in 1968:

ISAIA - PART I

8. I like to study about the weather and try to predict when it will rain or snow.

14. I don't think it is fair that my parents should make me do my homework when TV programs that I like are on.

38. Science has done much good for man; but this is probably outweighed by the harm it has caused.

57. Since trees take a long time to grow, we should leave them alone and not destroy them for any reason.

## TABLE I

## MEAN SCORES AND SUBSCORES OF DISTRICT 47 SIXTH GRADERS IN OUTDOOR ORIENTED AND CONTROL CLASSES ON THE INVENTORY OF SCIENCE ATTITUDES, INTERESTS AND APPRECIATION, 1969

| | No. | Sci. Att. Subscore | App. Subscore | Interest Subscore | Exp. Subscore | Interest Inventory | Total Score |
|---|---|---|---|---|---|---|---|
| Outdoor Oriented Classes | 217 | 12.70 | 14.06 | 10.50 | 13.67 | 11.73 | 62.84 |
| Control Classes (non-outdoor) | 212 | 12.14 | 13.88 | 9.58 | 12.04 | 12.29 | 60.93 |
| Apparent Differences | | .56 | .18 | .92 | .63 | - .56 | 1.91 |
| Value of t | | 1.5 | .3 | 2.2 | 1.7 | 1.5 | 1.7 |
| Significance | | --- | --- | .02 | --- | --- | --- |

## TABLE II

## 1968 and 1969 COMPARISON OF DISTRICT 47 SIXTH GRADE PUPIL SCORES ON THE INVENTORY OF SCIENCE ATTITUDES, INTERESTS AND APPRECIATIONS AND THE INTEREST INVENTORY

| Year | Pupils | Sci. Att. Subscore | App. Subscore | Interest Subscore | Exp. Subscore | Interest Inventory | Total Score |
|---|---|---|---|---|---|---|---|
| 1969 | 429 | 12.43 | 13.98 | 10.05 | 13.35 | 12.01 | 61.89 |
| 1968 | 379 | 12.69 | 12.14 | 10.41 | 12.54 | 11.34 | 59.13 |
| Apparent Differences | | -.26 | 1.84 | -.35 | .81 | .67 | 2.76 |
| Value of T | | .92 | 6.66 | 1.1 | 2.38 | 2.58 | 2.68 |
| Significance | | ---- | .001 | ---- | .02 | .01 | .01 |

ISAIA - PART II

66. Recorded the out-of-doors temperature at several intervals during the day.

67. Watched protozoa or other one-celled animals through a microscope.

73. Examined soil with a magnifying glass for small animals.

76. Used a Centigrade Scale thermometer to measure temperature.

77. Tested the hardness of several rocks to see which was hardest.

78. Observed the spores on a puffball.

79. Observed the root hairs on a plant through a microscope.

89. Helped to cook a meal over an open fire outdoors.

Interest Inventory

94. Pupils indicated less interest in movies in 1969 than in 1968.

96. Pupils indicated more interest in fishing in 1969 than in 1968.

98. Pupils indicated more interest in hiking in 1969 than in 1968.

103. Pupils indicated more interest in reading books in 1969 than in 1968.

104. Pupils indicated more interest in looking at stars in 1969 than in 1968.

109. Pupils indicated less interest in reading comic books in 1969 than in 1968.

112. Pupils indicated more interest in shooting arrows with bows in 1969 than in 1968.

120. Pupils indicated less interest in collecting such things as rocks, plants and insects in 1969 than in 1968.

In 1968, children in the outdoor oriented classes answered 27 of the 63 items on Part I of the ISAIA correctly significantly more often than those in the control classes. (.05 level of confidence - Chi-square using 2 x 2 contigency tables). In 1969, pupils in the outdoor oriented classes answered seven of the 63 items correctly more often than those in the control classes, namely:

23. I like to experiment with baking soda, vinegar, salt and other kitchen chemicals to find out what happens when they are mixed.

24. I like to think about problems concerning how the earth and stars came about and how they were formed.

30. We can depend on what our textbooks say, for anything that is printed has to be true.

31. I step on bugs whenever I can.

47. I would like to place several eggs in an incubator and open one every day to see how a chick develops.

54. Camping out and living like the Indians used to do is something I would like to do for several weeks.

63. I would like to catch and hold a frog, a squirrel or other wild animal in my hands.

In addition to these, the null hypothesis that the two groups were alike was rejectable in the case of eight of the 28 experiences on Part II of the ISAIA in 1968, and in the case of six of the items in 1969. In 1969 the items were:

67. Watched protozoa or other one-celled animals through a microscope.

70. Examined the underside of a leaf under a microscope to find the stoma openings.

79. Observed the spores of a puffball.

82. Looked at blood cells through a microscope.

85. Found a fossil for myself.

91. Located the Big Dipper or North Star or any other constellation.

The item analysis also revealed that even though children in the outdoor oriented classes answered only a portion of the items correctly significantly more often than those in the control groups, nearly all the apparent differences were in favor of the outdoor oriented groups. Similarily, although the 1969 sixth graders answered only a portion of the items correctly significantly more often than the 1968 sixth graders, there were many apparent differences - and these were nearly always in the favor of the 1969 group. Only in one or two cases was there a significant difference in favor of the control or the 1968 pupils.

Meaning of the test scores. Since pupils move from school to school and intermingle from year to year not remaining together as a group, it was not expected that there would be as much difference between the scores of the outdoor oriented group and the control groups as last year. Since the program had been in operation for two years, many of the children in the control groups had been exposed to outdoor learning experiences as fifth graders. The difference was expected in the year to year analysis, however. In 1968, the program had been in operation about 8 months. In 1969, the students had been exposed to nearly two years of outdoor education.

However, readers should recognize that many innovative approaches are being introduced into District 47 schools at this same time. Although there may be a relationship between the program and pupil performance on these instruments, perhaps even a cause and effect relationship, other factors may be involved and be contributing as much or more to these differences than the outdoor education program.

## PERCEPTIONS OF "LAY" OR CITIZENS ADVISORY COMMITTEE

The Evaluator believes the perceptions of the members of the Lay or Citizens Advisory Committee to be an important part of evaluation. Since these committee members represent the community organizations interested in the areas emphasized in the program, they could reflect the opinions of the members of their own organizations and those of other citizens.

In February each year (1968 and 1969) eight members of this committee completed a Lay Committee Evaluation form on which they responded to questions about the project. The responses of the 1968 and 1969 survey were reported in the earlier evaluation reports.[5]

The Evaluator met this committee in March, 1970, to ask the members to respond again to this instrument. He expected to obtain the members current reactions to various facets of the program and to compare these with the reactions of previous years. Nine committee members responded.

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[5] Ibid., 1968, pp. 45-51; and 1969, pp. 24-27.

The items and responses are provided below. The comments are from the 1970 survey only. The 1968 and 1969 comments may be found in the 1968 and 1969 evaluative reports. All committee members did not answer all questions.

1. After observing classes being taught in the field and participating in the Outdoor Education Program, please respond to these questions:

   A. Do the students appear to respond with enthusiasm and interest to the instruction given?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 3 | 2 | | | |
| 1969 | 4 | 2 | | | |
| 1970 | 6 | 3 | | | |

Comments:

1. The students love and respond to the program
2. Very limited observation
3. Very much so!
6. Of course much depends upon individual teachers and their rapport with kids. Most who are really "sold" on outdoor education are really great and sell the whole experience.
7. Judging from the letters and pictures the children have produced I would say enthusiasm is high. I haven't actually seen them.

   B. In your opinion, Is the instruction you observed in the field a worthwhile and valuable addition or supplement to the school program?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 4 | 2 | | | |
| 1969 | 5 | 1 | | | |
| 1970 | 5 | 2 | | | |

Comments:

1. I do not believe it should supplement. I believe it has to be a part of all required teaching.
2. Yes!
4. Good teaching done in the field can make the rest of school more meaningful.
6. Yes - Again, the one reservation - teachers. But since teachers aren't forced into the program those with reservations won't participate and bring a negative reaction to their pupils.
7. I have not had the opportunity to observe this in the field.
8. If there was a higher evaluation point, the "X" would be there - this is the most appropriate field in modern society and what better place than in the lower grades.

C. Do you feel that the type of instruction and teaching you observed should be encouraged and be a part of the curriculum at all grade levels?

| | High | | | Low |
|---|---|---|---|---|
| 1968 | 5 | 1 | | |
| 1969 | 5 | 1 | | |
| 1970 | 8 | 1 | | |

Comments:

1. Yes, should be part of curriculum.
3. The more of this kind of education given at an early age will benefit all mankind later.
4. Program should definitely move to include high school and adult programs.
5. Such instruction could develop respect of the student for the complex environment, making for a better citizen.
6. Yes - modified as necessary.
7. By all means!
8. K - 12 and upwards!

2. Based on your observation and the information available to you: Do you feel that the persons that are a part of this Outdoor Education Project are seemingly well qualified and equipped to handle their responsibilities?

| | High | | | Low |
|---|---|---|---|---|
| 1968 | 5 | 1 | | |
| 1969 | 2 | 3 | 1 | |
| 1970 | 8 | 1 | | |

Comments:

3. Eminently so!
4. I have had a lot of biology, but they can teach me a lot more.
6. The outstanding thing is the staff and the teachers who are really involved. The professional committee seems to have worked hard and accomplished a lot.

3. In your opinion has there been sufficient provisions made to acquaint the teachers with this program and to assist them to participate in it?

| | High | | | Low |
|---|---|---|---|---|
| 1968 | 2 | 3 | 1 | |
| 1969 | 2 | 2 | 2 | |
| 1970 | 5 | 2 | 1 | |

Comments:

1. Yes - teachers have been made aware of the program. Assistance is always available if they are interested.

2. I believe the teacher workshops with a pay inducement are wonderful. The teacher's meetings, the publicity - what more could be done?
3. Can't answer.
4. Have been many workshops. Mr. Ziemer has made himself available at all times. I think the staff should be larger.
7. I am not sure - but from observations, I would say more could be done here.
8. This may be the one weak point in the program.

4. What is your opinion or reaction to the approach used in which classroom teachers are merely encouraged to utilize this program on a voluntary basis and to integrate outdoor experiences into their ongoing program rather than to expect or require all teachers and all children to participate and to make outdoor education a separate subject?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 3 | 2 | 2 | | |
| 1969 | 1 | 4 | | | |
| 1970 | 3 | 1 | 3 | | |

Comments:

1. I believe our very lives depend on an awareness of our environment. So believing this, it is my opinion that each teacher should be required to participate.
2. You can't force a horse to drink, though you can take them to water. I do believe a bit more force could be used, perhaps a "once a year" clause.....
4. I would prefer the voluntary basis, but it should be expected if teachers do not participate. Thirty students should not be hampered because of the likes or interests of a teacher. Outdoor education is too important, and if a teacher does not feel so, it should be made compulsory.
5. Uninterested and those resisting learning could do more harm than good to the program.
7. This should be voluntary because, as much as I think the program is needed, not all teachers can or do partake wholeheartedly.
8. The teacher has to want to utilize the program. Here is where the program needs strength - educate the teacher.
9. Right now it is impossible to require all teachers to participate, but I believe this will come in time.

5. Do you feel that sufficient provisions have been made in the way of providing equipment, library materials, etc., and making them readily available for teachers and pupils?

High Low

1968 5 2

1969 2 3 2

1970 5 2 1

Comments:

1. Materials are available for anyone to use.
2. I am not in the program enough to fairly evaluate this. I wonder if more of the equipment wouldn't be used in preparation and followup. This isn't a program involving living at the center - but a quick trip to the center and a return to the classroom.
3. Yes - so far!
4. I'm not too familiar with this area, but there seems to be quite a bit of equipment available; but I'm not sure about books.
5. Improvements can always be made.

6. Do you believe that the facilities available and under construction will be adequate and effective or efficient in meeting the objectives and goals of this program and of Outdoor Education as you know them?

High Low

1968 6 1

1969 4 2 1 1

1970 6 3

Comments:

2. I wonder if folding doors wouldn't make the building more flexible and able to serve more groups. I don't believe anyone should get a "no space" reply for a request to participate.
3. The start has been very good.
5. For the time - until more pressure is put on the system.
7. Yes, with the addition of other site locations as they are available.

7. In your opinion, does this project make economic use of personnel, materials, time and financial resources?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 4 | 2 | 1 | | |
| 1969 | 3 | 2 | 2 | | |
| 1970 | 5 | 2 | 1 | | |

Comments:

1. Can't answer. I believe that each are involved in doing his best.
2. Yes.
7. Hard to say, but I would judge it next to high in economic efficiency.

8. In your opinion, has there been good communication between the schools, those responsible for this program, and various public groups (civic organizations, lay citizens, taxpayers, parents, etc?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 4 | 3 | | | |
| 1969 | 1 | 5 | 1 | | |
| 1970 | 3 | 3 | 2 | | |

Comments:

1. In this area, I believe some promotional work could be done. Every group in town could participate in some way - perhaps a representative of each group on some committee to carry the word back to his group.
2. Unusually fine.
4. Probably more could have been done to get fuller community support. Possibly evening travelogues - lectures could meet there.
6. Unfortunately when dealing with the public you must hit them again and again before things sink in. It is slow but the outdoor education program has surely done its part. It's such a new approach.
8. This area can always be improved.

9. Based on the reports you have received and your own investigation does this project appear to be receiving public interest and support?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 4 | 2 | 2 | | |
| 1969 | 1 | 5 | | | |
| 1970 | 1 | 6 | 2 | | |

Comments:

1. Everyone who knows and understands the program approves it.

2. Do enough people really know what a good program it is?
3. As far as I can see it has.
4. Probably more will have to be done to get fuller community support.
6. I feel that certain areas especially are supporting it well - other areas should support it more. It is southern McHenry County that it is supposed to benefit also.
7. About median on the scale, I guess.

10. Generally - Does this program make sense to you as a taxpayer, citizen, parent, representative of a community organization, etc.?

| | High | |
|---|---|---|
| 1968 | 5 | 3 |
| 1969 | 5 | 2 |
| 1970 | 8 | 1 |

Comments:

1. Yes!
2. Holds even greater promise.
3. Very much so and I hope that it can be brought home to more and more children - also grownups too.
4. It's the best way money can be used.
5. Definitely! Teaching materials of the greatest values are in our soils, ponds, plants and our general environment.
7. Very much so!

11. Programs of this nature include various parts. React to the following parts of this program:

| | | | Very Good | Good | Average | Poor | Disapprove |
|---|---|---|---|---|---|---|---|
| a. | Employment of an outdoor education director and clerical assistance | (1968 | 6 | 1 | | | |
| | | (1969 | 6 | 2 | | | |
| | | (1970 | 9 | | | | |
| b. | Construction and publication of a Resource Guide for Teaching the Outdoors by a committee of teachers. | (1968 | 4 | 2 | | | |
| | | (1969 | 1 | 1 | 1 | | |
| | | (1970 | 7 | 2 | | | |
| c. | Publication of Outdoor Education Tips and Newsletters | (1968 | 5 | 1 | | | |
| | | (1969 | 2 | 3 | 1 | | |
| | | (1970 | 9 | | | | |
| d. | Teacher workshops and orientation sessions to inform teachers of outdoor education, the program, and outdoor teaching techniques. | (1968 | 5 | 1 | | | |
| | | (1969 | 2 | 2 | 2 | | |
| | | (1970 | 6 | 2 | 1 | | |

| | | Very Good | Good | Average | Poor | Disapprove |
|---|---|---|---|---|---|---|
| e. The Mobile Van - as a way to make equipment and material readily available for teachers. | (1968 | 5 | 1 | 1 | 1 | |
| | (1969 | 2 | 2 | 2 | | |
| | (1970 | 4 | 2 | 1 | 2 | |
| f. Cooperation by the schools and Park District in jointly planning various educational programs esp. during summers. | (1968 | 6 | 1 | 1 | | |
| | 1969 | 2 | 3 | 1 | | |
| | 1970 | 7 | 1 | 1 | | |
| g. Erection of the Outdoor Education Center building by the Park District and rental to the schools. | (1968 | 6 | 2 | | | |
| | (1969 | 5 | 2 | | | |
| | (1970 | 8 | | | | |
| h. Service provided by this program and its personnel to the community other than the schools. | (1968 | 3 | 1 | 2 | | |
| | (1969 | 3 | 2 | 3 | | |
| | (1970 | 1 | 6 | 2 | | |
| i. Use made by this program and the schools of the community and its organizations that can contribute to the objectives of the program. | (1968 | 3 | 1 | 2 | | |
| | (1969 | 2 | 2 | 1 | | |
| | (1970 | 2 | 4 | 3 | | |

12. What specific recommendations would you make to improve this program?

1. The program could and should be expanded to reach more adults. District 155 high school should be in this program full force. This is the time, the interest is universal, and everyone should be in the program.

2. I like your suggestion of bus tours. I believe in Geology and local history, as typical of US History, could be very effective - more so than any other approach. I feel very strongly that a more effective planting program is needed at the schools. This need not be expensive, yet it could provide for a great deal of learning.

3. From my own experiences with young people they should be encouraged to conserve the natural resources and wildlife of our country from the time they are able to understand that this is their very life. Too often children are given BB guns and use them to destroy our finest birds at a very early age.

4. I would like to see more use of the building by adults. Creation of an environmental or ecology program for junior high or high school.
7. Just more publicity. It is headed right with an excellent leader, Norb Ziemer.
8. More teachers need to be educated about the program!!!!!!!! More information needs to be made available to the general public concerning the program - public support. What a wonderful thing for our community!!!

Summary - Lay Committee Reactions.

In general, the Evaluator could see little change in the three years in the perceptions of the Lay or Citizens Advisory Committee members as to various aspects of the program. They consistently gave each aspect of the program high ratings and made comments at the end of the period very similar to those they made at its beginning. They voiced the same concerns - not enough being done to inform the public - not enough emphasis in the high schools and outside district 47 - and of course, the problem of the reluctant teacher.

The persons on this committee appear to attach a great deal of importance to outdoor and conservation education and they want every child (perhaps every adult) involved. If any one shift is apparant -- it is that this program should be for adults as well as children.

Early in 1967, when the evaluative program was being formulated, the Evaluator hypothesized that the ratings given by members of this committee would be high the first year, and taper-off from year to year as the program passed through the initial phases and established itself in the educational program. No support for this hypothesis was observable in either the responses or comments of the persons on the Lay Committee.

## PERCEPTIONS OF

## THOSE INVOLVED - INITIATORS, ASSISTEES AND RECIPIENTS

The primary aim of this program is to assist and aid teachers to increase children's understandings . . .[6] Hence, it seemed appropriate to survey those involved in the program (the project initiators, (2) the program assistees, and (3) the recipients to discover their perceptions of the value of the program in regard to this primary aim.

### The Initiators

The members of the Professional Committee, key administrators, the assistant superintendent for instruction, etc. were categorized as the project INITIATORS. They were thought important in evaluating it because they helped in its initiation and development. They participated in decisions regarding objectives, ways and means, and operation. Knowing the degree to which their expectations were being met was believed important. If, after three years, they remained enthusiastic, satisfied, and supportive, the program was probably on the "right track." If not, it has probably fallen short. Furthermore, these initiators knew more about the program and the perceptions of their colleagues about its values than any other group.

The Evaluator interviewed a portion of these persons and asked the members of the Professional Committee to respond to the same questions as the Lay Committee members.

In general, the committee members and administrators seemed satisfied with their program, some still showing a very high level of enthusiasm. Most seemed to think that(1)all was being done that could be done,(2) it was a good and valuable program, (3) more teachers should be using it, (4) there was a need for more ideas and depth type experiences.

Concerns expressed by individual initiators related to:

1. The lack of enthusiasm in the committee - not knowing the committee's role or how to get it involved.
2. Disappointment that many plans of the committee that were developed never materialized.
3. Lack of "aggressiveness" by the program director and even some concern about his qualifications.
4. Apparent tendency to cut-off the program at the 5th grade level because of scheduling, "red-tape," lack of teacher interest, etc.

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[6] Ibid, 1969, p. 2

5. Tendency to focus only on the Veteran's Acres site and building - with outdoor education (in the eyes of many) being merely "a nature hike on a pleasant day in the Spring or Fall."

Actually, most of these concerns were similar to those expressed each previous year - often relating to the limited size and scope of the program and the desire for more emphasis on it rather than less.

The ratings given aspects of the program by the Professional Committee members are provided below. The 1968 and 1969 ratings were included for comparative purposes. Only the 1970 comments are provided. The 1968 and 1969 comments may be found in previous evaluative reports.[7]

1. After observing classes being taught in the field and participating in the Outdoor Education Program, please respond to these questions.

A. Do the students appear to respond with enthusiasm and interest to the instruction given?

| | High | | Low |
|---|---|---|---|
| 1968 | 5 | 1 | |
| 1969 | 4 | 1 | |
| 1970 | 7 | 2 | |

Comments by Professional Committee:

3. Absolutely!!
4. Younger ones more so than junior high ones.
5. High enthusiasm - wish to do it again and explain further.

B. In your opinion: Is the instruction you observed in the field a worthwhile and valuable addition or supplement to the school program?

| | High | | Low |
|---|---|---|---|
| 1968 | 5 | 1 | |
| 1969 | 5 | 1 | |
| 1970 | 8 | 1 | |

Comments by Prof. Committee members:

3. An excellent supplement!
4. Not sure - haven't seen much
5. Have observed little other than my own - proves to be very valuable as a supplement and addition

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[7] Ibid, 1968, pp. 58-59; 1969, pp. 29-37

C. Do you feel that the type of instruction and teaching you observed should be encouraged and be a part of the curriculum at all grade levels?

High Low

1968 4 2

1969 4 1

Comments by Prof.
Committee Members: 1970 8 1

3. A good chance to supplement all phases of curriculum.
4. Without a doubt!
5. Yes - but impossible. If teacher has no interest it is seldom generated in pupils.

2. Based on your observation and the information available to you: Do you feel that the persons that are a part of this Outdoor Education Project are seemingly well qualified and equipped to handle their responsibilities?

High Low

1968 3 3

1969 2 2 2

Comments by Prof.
Committee Members: 1970 4 4 1

2. I feel that the director could make more of a contribution himself - others carry the program for him!!!!
3. The personnel is extremely well qualified; however, the personnel should assume more of the actual instruction at the outdoor education center.
5. Very well qualified.

3. In your opinion has there been sufficient provisions made to acquaint the teachers with this program and to assist them to participate in it?

High Low

1968 3 3

1969 3 3

Comments by Prof.
Committee members: 1970 5 2 2

1. I can't see how provision of this kind could be any better.
3. There is a constant need - and time seems to prevent the type of program needed.
4. Yes - but not taken advantage of.
5. Trying to - but still not sure we have found the right way yet.
6. Adequate workshops and information (as well as curriculum guide) have been provided.

4. What is your opinion or reaction to the approach used in which classroom teachers are merely encouraged to utilize this program on a voluntary basis and to integrate outdoor experiences into their ongoing program rather than to expect or require all children to participate and to make outdoor education a separate subject?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 4 | 1 | 1 | | |
| 1969 | 5 | 1 | | | |
| 1970 | 5 | 2 | 1 | 1 | |

Comments by Prof.
Committee members:

1. If teachers were to be forced into this program, I think they could very well develop adverse attitudes in their students, doing more harm than good. OE should never be a separate subject.
4. Should never be a separate subject - cannot be forced on teachers. As I previously stated - if they aren't interested they cannot do a good job of it.
5. Good idea this way! Some people just don't have the drive to work in outdoor education.
6. It's successful to us this way on a voluntary basis.
7. DIRECTOR does not do enough!!!!!
8. No one should be forced to use it. It is not a separate subject.

5. Do you feel that sufficient provisions have been made in providing equipment, library materials, etc., and in making them generally available for teachers and pupils?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 2 | 2 | 2 | | |
| 1969 | 4 | | 1 | | 1 |
| 1970 | 4 | 1 | 3 | 1 | |

Comments by Prof.
Committee members:

1. It seems that some of the equipment at the center is dwindling. Maybe a closer checkout system is needed.
4. As a rule - yes. Now and then teachers borrow and forget to bring back. Thus materials are not available when needed.
5. Yes - available but so much has to be left at the center.
6. The material available at the outdoor education center has to be used there; and sometimes it would be better used back in our classrooms.
7. If and when they are used!

6. Do you believe that the facilities available and under construction will be adequate and effective or efficient in meeting the objectives and goals of this program and of outdoor education as you know them?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 4 | | 1 | | |
| 1969 | 3 | 3 | | | |
| 1970 | 6 | 3 | | | |

Comments by Prof.
Committee members:

4. Very satisfactory! But could use another person on staff to help teachers.
5. Yes - if you're dealing with science.

7. In your opinion, does this project make economic use of personnel, materials, time, and financial resources?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 3 | 2 | 1 | | |
| 1969 | 3 | 3 | 3 | | |
| 1970 | 5 | 2 | 2 | | |

Comments by Prof.
Committee members:

4. Most of the time.
3. Due to the director's activities.

8. In your opinion, has there been good communication between the schools, those responsible for this program, and various public groups (civic organizations, lay-citizens, taxpayers, parents,etc?)

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 2 | 2 | 1 | | |
| 1969 | 1 | 4 | 1 | | |
| 1970 | 7 | 2 | | | |

Comments by Professional
Committee members:

1. Publicity is excellent. Sometimes teachers don't seem to be informed; maybe they don't want to be.
3. A definite plus for this program. The community is well aware and behind the program.
4. Communication has been there, but often overlooked.
5. Publicity is good!!!
6. Excellent publicity!!!

9. Based on the reports you have received and your own investigation, does this project appear to be receiving public interest and support?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 4 | 1 | 1 | | |
| 1969 | 2 | 4 | | | |
| 1970 | 7 | | 2 | | |

Comments by Prof.
Committee members:

4. All comments I have heard have been favorable. When parents are asked to participate they really come out enthusiastically.
6. Yes!!!!!
7. Because of the Teachers!

10. Generally - Does this program make sense to you as a citizen, parent, representative of a community organization, etc.?

| | High | | | | Low |
|---|---|---|---|---|---|
| 1968 | 5 | | 1 | | |
| 1969 | 3 | 3 | 1 | | |
| 1970 | 9 | | | | |

Comments by Prof.
Committee members:

4. Yes! Yes! Yes!
5. I would want it for my child.
6. Yes!

11. Programs of this nature include various parts. React to each of the following parts of this program.

| | | Very Good | Good | Average | Poor | Disapprove |
|---|---|---|---|---|---|---|
| a. Employment of an outdoor education director and clerical assistance. | (1968 | 6 | | | | |
| | (1969 | 6 | | | | |
| | (1970 | 7 | 1 | | | |
| b. Construction and publication of a Resource Guide for Teaching the Outdoors by a committee of teachers. | (1968 | 2 | 4 | | | |
| | (1969 | 2 | 3 | | | |
| | (1970 | 5 | 2 | 2 | | |
| c. Publication of Outdoor Education Tips and Newsletters. | (1968 | 4 | 1 | 1 | | |
| | (1969 | 3 | 3 | | | |
| | (1970 | 7 | | 1 | | |

| | | | Very Good | Good | Average | Poor | Disapprove |
|---|---|---|---|---|---|---|---|
| d. | Teacher workshops and orientation sessions to inform teachers of outdoor education, the program and outdoor teaching. | (1968 | 4 | 2 | | | |
| | | (1969 | 4 | 2 | | | |
| | | (1970 | 3 | 4 | 1 | | |
| e. | The Mobile Van - as a way to make equipment and materials readily available for teachers and schools. | (1968 | 2 | 2 | 2 | | |
| | | (1969 | 1 | 1 | 4 | 1 | |
| | | (1970 | 2 | 2 | 1 | 2 | |
| f. | Cooperation by the sch[illegible]s and park district in joint[illegible]lanning various educational programs - esp. during summer. | (1968 | 5 | 1 | | | |
| | | (1969 | 1 | 4 | 1 | | |
| | | (1970 | 5 | 3 | | | |
| g. | Erection of the outdoor education center building by the park district and its rental to the schools. | (1968 | 4 | 1 | | 1 | |
| | | (1969 | 5 | 1 | | | |
| | | (1970 | 7 | 1 | | | |
| h. | Service provided by this program and its personnel to the community other than the school | (1968 | 1 | 2 | 1 | | |
| | | (1969 | 1 | 4 | 1 | | |
| | | (1970 | 6 | 1 | 1 | | |
| i. | Use made by this program and schools of the community and its organizations that contribute to the objectives of this program. | (1968 | 2 | 3 | | | |
| | | (1969 | 1 | 2 | 2 | | |
| | | (1970 | 1 | 6 | | 1 | |

12. WHAT SPECIFIC RECOMMENDATIONS WOULD YOU MAKE TO IMPROVE THIS PROGRAM?

a. More personal teacher contacts. Specific examples of what can be done. Use of observational workshops for all teachers.

b. We need a larger staff. Too much paper work and general public relations. We need an experienced outdoor director on hand at all times in the building and also a person who can visit classrooms, etc.

c. Mr. Ziemer has had the cooperation of a loyal imaginative group of teachers working with him. Because of this, the program has been a success. I believe that Mr. Ziemer lacks the qualities of imagination and strength as a teacher. A stronger person could really ignite this program.

d. Make the use of the van known -- the possibilities of the community are not known.

The Assistees (Teachers and Principals)

As previously stated, this program was largely a service or aid for teachers -- to help them to meet their objectives. Hence, the reactions of those served was believed to be important. If they were supportive, the program was probably successful. If they were not supportive the program was probably in trouble -- furthermore, there would be a resistance to participating in it.

The Evaluator spent two full days in the schools interviewing teachers and principals. In total, some forty persons were contacted (some for only a few minutes, others for an extended period of time).

Principals. The principals expressed continued support for the program and indicated that this was the position of their entire administrative group. They indicated that they saw a value in the program and believed it to be performing a needed service. However, they expressed concerns about getting all teachers to use the program, excessive focus on Veteran's Acres, and difficulties associated with scheduling in the upper grades (6, 7 and 8) in their departmentalized schools. The need for the development of school sites so as to reduce the need for extended trips, busing, long periods, etc. was mentioned. Also necessary was the development of ideas and plans for using school site resources. The "summer program"was also a concern and there seemed to be some question at this level about the role or use of the outdoor education director in summers.

Teachers. In general, the teachers the Evaluator met were supportive of the program and wanted it continued largely as is. They seemed to feel it to be contributing to their objectives, and that children need the experiences outside the classroom being provided. They also said they need the help the program was providing.

A division appears to exist, however, about the role the project director should play, and his approaches. Some teachers said that they want direct assistance in planning, conducting, and even following up after the outdoor experience. Others want no help except in the planning stages and would prefer to be left alone other than this. To illustrate, several teachers said that the outdoor education director should handle the children while outdoors and do the teaching. Two of these complained about arriving at the site with their children and receiving notice that the director would be unable to work with their children because another visitor was there.

A totally opposite view is illustrated by the expressions of two other teachers who compained, "In the planning, I found the objectives were no longer mine - but his. At the center an entirely new set of objectives appeared and we never got to the things we had planned. I'm tired of the repetitious nature walks - always the same - and because of them we never get to do the things we want. I wish he would help me when I ask for it - and stop at that point and allow me to conduct the outdoor experience for my kids in my own way."

Many teachers also seemed to want guidelines - to know what the administrators expected of them -- and to know what the administrators (and the outdoor education director) considered to be "overdoing it" and/or "underdoing it."

Some suggestions and comments coming from this group are:

1. The program should focus on new teachers mostly. He ought to help them all the way. Why not some school site workshops?

2. When does it become too much? What are the limits to transportation, school site use, availability of the outdoor education staff, etc. What do they want? What does the administration expect?

3. Some of us know what we want and how to get it. When we want help we want it on our terms - not his!

4. Persons who have been in the courses seem to know what they want and why. The rest of us need help.

5. It is coming through that the entire program is at Veteran's Acres.

6. The program has become stale. It seems to need a new impetus.

7. The director and the program should be more aggressive.

8. To many, outdoor education in Crystal Lake is merely nature study (or a nature walk at Veteran's Acres). It's time to do something about this.

9. We need more depth kinds of activities - and activities to fit particular purposes. The outdoor education director should have a large file of these at hand.

10. What ever happened to the Van? Is it used? Why not? Why not bring it around to the schools and let the teachers see it and find a way to use it?

11. What happened to the resource guides? I wanted my own copy but my principal made me turn it in at the end of the year. I had made a lot of notes and wanted it back but haven't seen it since. It was a great help.

12. We have to schedule too far in advance -- hence, need some rainy day experiences.

13. Why can't they develop more displays with more live animals and things for the kids to see and study while there?

14. Scheduling seems to be based on the number that the building can handle. The heck with the building. Why can't we go out there and work with our kids when we wish to do so, especially when we don't want the building or Norb?

Summary - Assistees. As with the two previous periods, teachers and principals expressed little real criticism with the "idea of the program." Just as last year, and the year before, most seemed to want the scope of the program increased, and dissatisfactions seemed to stem from the desire for more opportunities for outdoor education rather than less. Most of the principals and teachers seemed genuinely interested in improving the program.

The Evaluator had the feeling, however, that the greatest concerns were being expressed by those doing most in outdoor education, those with the best backgrounds, and those with the most interest in the out-of-doors. Their concerns were about objectives, depth, repitition, and impetus.

## The Recipients - Children and Parents

Those benefiting from the program (children, parents, and communities) were considered the program recipients. Some data about one aspect of the impact of the program on this group were obtained through the testing program. Additional data were obtained from the Lay Committee Evaluation. Other reactions were obtained by the Evaluator in interviews with a scattering of parents and community leaders and through pupil and parent questionnaires.

To obtain a sample to which to administer the parent and pupil questionnaires, members of the Outdoor Education Committee were each asked to randomly select ten of their own pupils to assist with the evaluation. Each completed the pupil opinionnaires and gave their parents the appropriate opinionnaires to complete. Each opinionnaire contained an envelope that was to be returned by mail directly to the Evaluator.

Parent reactions. Fifty-one parents wrote a statement in which they expressed their reaction to this program and what they believed to be its values or lack of them. Nearly all of them (all but four) gave the program their endorsement and support, using adjectives such as: excellent, great, very worthwhile, and tremendous. Of the four exceptions, two said they did not know enough about the program to be able to comment, and two were negative. In general, those supportive of the program pointed to these values:

(1) Direct contact with some of the things being discussed in the classrooms.
(2) Break in the regular routines.
(3) Creation of interests - motivation.
(4) Developing awareness of the outdoor world.
(5) Increased understandings and lasting impressions.
(6) Enjoyment.
(7) Appreciations of the world around one.

Every tenth reply appearing randomly in the stack of responses is provided below:

1. We feel our child, as a change in routine class work, enjoyed the outdoor education program. She found the subjects stimulating. She seems to have a deeper understanding of plants, etc. - remembering the area rather than just words in a book.

2. I felt that the field trips my child experienced played a great role in his education. It left a lasting impression in his mind. I feel there is no better way of learning than experiencing in person or actively seeing the things you learn. I know it must be hard teaching such young children because it's hard to make them understand. But by taking them on field trips such as these -- well, it's a great experience for my child and I hope more of them are organized.

3. This program has given the children a wonderful experience. They have been able to enjoy the natural surroundings of Veteran's Acres. Mr. Ziemer has been a great help to all teachers. More equipment is available to the children than our school has in its science department. It is my sincere hope that this program will continue.

4. As far as I know, the outdoor program is a very good one. My children have benefited in many ways.

5. I am definitely in agreement that the outdoor education program should be continued. It has taught________to

accept responsibility, make her own decisions and helped her to become independent. It also gives the children an opportunity to better express themselves outside the classroom. In addition, it enables children to "mix together in a social attitude" and to meet new friends they might otherwise never meet outside of school. My sincere thanks to all those responsible for making this program possible.

The negative replies were as follows:

(1) "I think the outdoor program is a frivalous and expensive waste of time and money. I think the schools are trying to expand into too many programs and are delving into areas that should be the responsibility of the home environment, with parents as the teachers. I also feel this enlargement of curriculum is one of the reasons that 'Johnnie Can't Read, write or spell' worth a nickle. I've talked with more parents who have to help and explain a lesson at home, and the next day the kids out on a nature hike are looking for bugs! Perhaps we parents have some old fashioned ideas, but that is hard to make sense of." [sic]

(2) You're kidding! Who pays for this evaluation?

The Children.

Forty-eight children completed and returned the pupil questionnaire and wrote brief statements (1) describing some of the things they had learned, (2) the meaning or value of their trips, (3) whether or not they thought them to be worthwhile, and (4) anything else they wanted to write about.

All the children described things they had done, seen, or learned in their field trips. These ranged from compass work, tree identification, working with others, and to plans to help lower grade children to go on a trip. Nearly all of the children cited one or more values of these experiences and stated that they thought they were worthwhile. Several attached importance to "seeing for themselves" and recommended that more of the trips be provided. One child said that it was too bad that they did not have more places to which they could go to study other than Veteran's Acres. No negative comments were noticed in the pupil remarks, but several expressed disgust with some of their classmates for thinking of the trips as "larks" and a chance to waste half-day.

Five of the pupil statements follow - every tenth one as they appeared in the stack of responses:

1. We learned how plants grow and the parts of the plants and also to not touch the plants. Yes, they do mean a lot, they were worthwhile. First we would go to the Nature Center, get organized and get into our groups. Then we would go up into the hills and start exploring through the park.

2. I learned a lot about the out-of-doors and enjoyed it very much. I thought it was worthwhile to go on the trips - and I thought it was fun.

3. I learned that there are lots of tiny animals living everywhere and that they have many different shapes. I also learned many other interesting things. I think it is really worthwhile to go on these trips. I think you learn a lot more than just reading the book because you can see it happen yourself. I really enjoy it and I know almost everyone else does too.

4. On these trips I learned many things. Some of them are (1) that outdoor education is fun, (2) animals have trouble finding food in winter. These trips were of very much value to me. They helped me to understand more about nature and how it works. I thought these trips were worthwhile. My opinion on the trips is that they were very educational. They were good trips and I enjoyed them very much.

5. (a) I learned how to use the microscope and the beauties of nature, (b) it makes it easier to understand my work than studying out of my book, (c) I think it is worthwhile because it is fun to learn by seeing and doing instead of reading. We get out of class and we see something interesting and we go back to school to study more about it.

### Summary.

The Evaluator was somewhat disappointed again this year by the low rate of return of both the pupil and parent questionnaires. However, the nearly unanimous support given the program by those that did reply was a good sign. Although the sample undoubtedly was biased for these parents, pupils were probably being exposed to the program more than most (their teachers were members of the outdoor education committee) this high a positive response was surprising. Had a dozen or so of the replies contained negative or lukewarm statements, the Evaluator would have concluded that the program was in trouble. However, this was not the case - quite to the contrary.

## Outside Educator's Evaluation

Florence DeVine, Assistant Superintendent, and Mr. James Adams, Principal, Green Valley School, School District #44, Lombard, Illinois, were asked to serve as the outside educators in this evaluation.

Because the Lombard Schools had recently created a position of Outdoor Education Coordinator and were considering the inauguration of an outdoor education program like that in McHenry County, these persons had become familiar with such programs. Hence, it seemed particularily appropriate that they serve in this evaluative capacity.

They were given the same instructions as the outside evaluators in the previous years, namely:

> Visit the program and interview teachers, lay persons, and any other persons that you wish, and make your own investigation to answer questions on this order:
>
> 1. Does this program make sense to you as an educator?
> 2. Is this the kind of program you would want to have in your own school or in the school that your own children attend?

Miss DeVine and Mr. Adams submitted the following report:

This evaluation report is based on a visitation to the Crystal Lake Outdoor Education Center. The visitation was made by Florence DeVine, Assistant Superintendent, and Mr. James Adams, Principal, Green Valley School, District #44, Lombard, Illinois.

During this visit we met with Mr. Norbert Ziemer, Director of Outdoor Education; Mr. Lloyd Mueller, Principal, West School; Mr Harold Wajrowski, Principal, North School; Mr. William Babington,Principal, Coventry School; Miss Vivian Linden, teacher grade 5; and Miss Judy Johnson, teacher grade 4, North School.

Mr. Mueller, Mr. Babington and Mr. Wajrowski praised highly the program, its director and the manner in which the program is handled and implemented. Of the three principals with whom we met, the greater portion of time was spent with Mr. Wajrowksi. It is his belief that the director is aware of human weaknesses and reluctant to attempt new endeavors in which individuals have had little or no contact, training or interest. As a result those interested in the outdoors and what it has to offer were used as a nucleus to form a working group. An attempt was made to have one primary and one intermediate representative per building. This group together with Mr. Ziemer, have apparently generated much interest and enthusiasm for the program and have been responsible for its acceptance by many staff members. Perhaps the key idea which ran through all conversations with these people was that it operated on a voluntary basis with no emphasis on forced participation and Mr. Ziemer's personality.

The discussions with the two teachers confirmed statements made by the principals.

Miss Linden is a part of the professional advisory committee whose function seems to be a liasion between the teachers in her particular school and the director. The committee meets frequently and although her tasks, and the other members of this committee, makes demands upon her time in addition to classroom responsibility, duties and demands, she feels it no burden because of her interest, belief and enjoyment in outdoor education.

Miss Linden, too, emphasized the success of the program can be largely charged to, first, the director, his knowledge, planning, enthusiasm, and understanding of human nature and secondly, the program operation on a voluntary basis.

Miss Linden counsels with those teachers who may need help or who may want an outdoor experience for pupils but feel inadequate. The director may be called in to help and be available for the outdoor experience or Miss Linden and her group may accompany the teacher and group on the outing. It is a highly cooperative venture.

Miss Johnson had never had any experiences of this nature previously, but is enthusiastic and feels no reluctance to participate and above all,, no pressure from any source. She has a genuine interest in promotion of the program and helping other staff members.

Clippings from the local newspapers were examined by us and it appears the community responded wholeheartedly to the program.

A program which appears to be successful and well received has to be based on certain positive elements. These would seem to be:

1. A foresighted, educationally minded Board of Education.
2. An administration interested in all aspects of education, with the understanding that children learn in different ways and in different kinds of settings.

3. A community which is completely interested in its schools and educational program and works with the school personnel.
4. A staff comprised of many dedicated, interested teachers who recognize pupil needs and interests.
5. Professional and lay committees who are aware of the trend that good educational programs are taking now and the need for positive approaches and suggestions.
6. A director who seems to be doing an outstanding professional job through program planning and provision of services. This kind of program shows evidence of previous planning, study and research on the part of an enthusiastic educator. Mr. Ziemer, in our opinion, perceives education as reaching all pupils through as many avenues as possible with the provision of something for each and everyone. (It might be well if Mr. Ziemer could be provided with some assistance either professional or non-professional.)

In summarization, the Crystal Lake outdoor education program can be assessed as a most successful undertaking due to the elements of cooperation of community, staff, and administration, the enthusiasm of those responsible for its success, the dedication of its director and the development of a specific site together with use of park district and community facilities.

Any school system would be proud to have such a program as the one going on in the community of Crystal Lake. It will be of interest to assess this program and its future direction. The fact that it has touched many people and communities through visitations and publicity will certainly have an impact on other school systems and communities to begin, in some manner, development of outdoor education programs.

## REVIEW OF WAYS AND MEANS

In the request for continuance (March, 1969) several "ways and means" by which the program objectives might be attained were listed.[8] This section is the Evaluator's, appraisal of these ways and means. It is based upon his own observations and interpretation of the reactions of those in the program with whom he has consulted. Additional insights may be obtained by referring to earlier appraisals of the program components. These earlier appraisals were largely valid at the time of this summary evaluation.

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[8] Ibid, April, 1969, pp. 4-6

Employment of O.E. Director and Secretarial Staff. The continuation of the position of Outdoor Education Director (who actually functions as a coordinator) is the single most important element in the program. The role that he must play necessarily must shift according to the competency, confidence, will, and wishes of each teacher. Hence, it must be filled by one with sufficient insight and perception to sense the role he is to perform at a given time as he assists teachers to provide their pupils with outdoor experiences. An excessive portion of his time has been devoted to "project activities", visitors, and perhaps public relations. Too small a portion of his time has been spent in program - helping teachers and children. This should correct itself as federal-state participation is phased out. A secretary has also been essential, and will continue to be so -- however, this person should have a more important "service to teachers" role in the future - perhaps in scheduling, planning, distribution of materials and equipment, etc.

The Professional Committee. The Evaluator was pleased to learn that some persons have served on the Outdoor Education Committee all three years of the project. The reorganization of the committee to provide more equal representation from the schools was a needed step. Maintaining the enthusiasm of the committee members is recognized as a problem - and an important concern - for they must continue to provide the "spark" in each school. Perhaps clear recognition by the administration of the committee members and their role in regard to their own schools may give them added stature and increase their enthusiasm.

Lay or Citizen's Advisory Committee. The lay committee has assisted in evaluation, served as a sounding board, and assisted in interpreting the program to the community. This year, the committee has met very infrequently. It seems that this group could be very important to the program were it expanded to include more persons and be more representative of the community, if it met on a more regular basis (perhaps quarterly) and if it had its own chairman and secretary.

Teacher Preparation. Several "ways and means" deal with teacher preparation (one day workshops - institute meetings - another NIU outdoor education workshop, etc.) These are essential if the program is to involve more teachers. It appears to the Evaluator that this is an area in which a greater portion of the Director's time might be spent - perhaps considering a workshop in the summer months as done at the Tri-District Outdoor Education Project at Worthington, Ohio, providing school site workshops as a part of faculty meetings, etc.

Instruction and numbers served. The increase from year to year in the number of pupils and teachers served attests to the project's success. Yet, too many children have not participated. Although considerable pride is expressed about the voluntary aspects of the program, there are many persons who believe that all children should have these experiences - even on a compulsory basis if necessary.

A long standing concern has been the one of repetition and depth. Perhaps the outdoor education committee should attack this problem, even considering curriculum for outdoor education with a sequence of "recommended experiences" from the kindergarten on up. The alleged tendency to focus on Veteran's Acres rather than on the total area around Crystal Lake and all the available resources, should also be attacked.

The resident program. For over a decade, District 47 Schools have sent a few children to resident outdoor education centers for a one-week period. The number of class sections was increased to six this year in a program operated almost entirely by district staff. Plans are to continue to expand this phase of the program to include all 6th graders in subsequent years. This step was overdue.

Sporadic efforts have also been made by individual teachers to schedule or conduct one-night field trips (Friday evening - Saturday morning) for their classes. These efforts should be handled by the director in the same way he handles individual day trips.

Publications. Publications are used to communicate ideas and to keep readers abreast of events and views. They seem to be an important part of most outdoor education projects and one that is usually well received. They may be the only contact between the program and some teachers - and the only one needed by the most competent and confident members of the teaching staff.

A resource guide was constructed at the onset of the project but its use has been sporadic. Since many teachers continue to request that curricular materials be developed and that ideas be presented, perhaps this guide should be redone. A new writing committee should have a great advantage over the original one (that of the district's three years of experience) hence, should be able to compile a very useable document.

Buildings and facilities. The use of the Nature Center building for regular classes (the district was in a real pinch for building space the first half of the 1969-70 school year) undoubtedly detracted from the program this year. A positive effect pointed out by several teachers, was that such use demonstrated that the building was not the essential ingredient of an outdoor experience.

Scheduling field experience according to the capacity of the building as alleged by some teachers would seem to demonstrate a rather narrow and shortsighted view toward the field experience.

There also appears to be some need for an inventory and analysis of other teaching sites and resources available within a short radius of the schools. Caution must be exercised to see that outdoor education and the outdoor education program do not shrink in the minds of some to this one area and site.

Equipment, apparatus, and library materials. A large inventory of equipment, apparatus and library materials was purchased as a part of this project. Some of these materials receive extensive use. Some has apparently not been used - perhaps because it was inappropriate in the first place.

An analysis of the equipment use should be made - and unused materials should be placed in the system where they will be used. Some frequently used materials should also be placed in the Resource Centers to be more readily available to teachers for use on the local school sites.

The approach in which field experiences are conducted, specimens collected and then examined, (perhaps using microscopes) inside the Nature Center building, needs examination. It seems to the Evaluator that the time at the outdoor site should be considered very precious - and that most follow-up activities could be better conducted back in the classroom with apparatus such as microscopes, motion pictures, film loops, etc. being carried from classroom to classroom. It doesn't seem right to transport children from site to site and use much of their time viewing films, film loops, or using apparatus that should be regularly available in their classrooms.

The Mobile Van. The mobile van, after nearly three years, has not been very valuable to the project. Either no real effort was made to use it or it had no real place in the program.

Donaldson and Horn of the Lorado Taft Field Campus staff have reported some research about the use of such equipment in outdoor education projects. Perhaps their research contains clues helpful in increasing the value of this unit to the project. Otherwise, uses for the unit outside the outdoor education program should be considered.

Public relations and community support. An important component of this program and one to which a great deal of time has been devoted has been that of obtaining community support. This has been cited as a major strength by nearly all viewing the program from outside. Newspaper coverage, for example, has been excellent - perhaps excessive.

In general, the community is giving this program its support as evidenced by the Lay Committee appraisal, parent comments, and the action by the school board to continue the program. Involvement of the community and townspeople should be emphasized. Considerable use has been made of townspeople as resource persons. Not only has this had an important impact on instruction, but in most cases, resulted in additional supporters.

Summer program. Although several hundred children have been touched by the program each summer in a joint Park-School undertaking, this was not seen as one of the great strengths of the project. School authorities may wish to examine some of the successful outdoor or environmental education programs that have become established nearby in Northern Illinois, and use these as a pattern for one in Southern McHenry County. Here also may be a place for a high school course or involvement with high school youngsters.

## SUMMARY AND RECOMMENDATIONS

In the judgment of this Evaluator, a valuable program has been established here, largely through ESEA Title III assistance. Hopefully, McHenry County Schools in addition to District 47 will agree to continue to support and to participate in it after the 1969-70 school year.

This outdoor education program, involving many persons and groups, was designed largely to assist teachers to meet educational objectives relating to the out-of-doors and man's environment, and to enrich learning in all subject areas.

During the entire period it has had qualified and conscientious personnel and has acquired excellent facilities and equipment. It warrants the support it has received from the public, school authorities , teachers, parents and children.

In general, however, there seems to be little change from year to year in what has appeared to be its commendable aspects. At present, and essentially as listed one year ago, these are:

1. The personnel (the positions authorized, and those filling those positions. They seem enthusiastic about their work, well qualified and doing a good job.)

2. The direction, assistance, and support given to the program by the professional and citizens committees.

3. The support given to the program by the building principals and the teachers in the system.

4. The buildings, land areas and resources, equipment, and other materials available to the program.

5. The reactions of children and parents.

6. The cooperative effort by the Park District and the schools in sharing facilities and jointly planning programs.

7. The increase in the number of children that participate from year to year.

8. Higher scores made by pupils participating most frequently in the program on the ISAIA and the Interest Inventory as compared to those not participating.

9. The publications informing teachers of outdoor education and opportunities in outdoor education.

10. The large enrollments in the outdoor education courses taught in the Crystal Lake area by NIU instructors and turnout and reactions at the workshops.

11. Steps taken to inform the public - and the coverage given it by the news media.

In addition, new or strengthened aspects of the program in 1969-70 worthy of mention are:

1. Increased use made of resource people in the program.

2. Reorganization of the professional committee so it would be more representative.

3. Moving in the direction of providing all children with a resident experience at some point.

4. Increased focus on teachers new to the district and steps taken to inform them of the program and to encourage them to use the out-of-doors.

5. Arrangements made to participate in the internship program in outdoor teacher education of Northern Illinois University.

6. Action by the District 47 School Board to continue the program, even if entirely with its own resources.

Improvement is needed in several areas. Those that were listed a year ago that still need attention are:

1. The resource guide and use made of it.
2. The continued tendency to focus attention on the Veteran's Acres site and the Nature Center Building rather than to fully utilize all school sites and all available resources.
3. The Mobile (Van) Laboratory.
4. Inability of the Outdoor Education Director to "get around" frequently enough to the schools to personally encourage and stimulate teachers to utilize the program. (He is being spread too thin.)
5. The relatively small amount of use of the program by schools outside of District 47 and at the high school level.
6. The number of teachers not using the program for various reasons such as (1) uninformed, (2) feeling insecure in working outside the classroom, (3) not being aware of its potential.
7. The development of "depth type" experiences for focusing on particular concepts or understandings.

Additional factors that have appeared that were not listed in previous evaluative reports are:

1. Some apparent antagonisms developing in regard to the outdoor education director. Comments were heard about favoritism in scheduling, services provided, etc.
2. Expressions of concern about an alleged tendency for the outdoor experiences to become those of the program or the director rather than those of the classroom teacher.
3. The lack of a curricular program or design from year to year as a child passes through the grades and one in which greater depth and involvement experiences are provided in the upper grades than in the lower ones.

Recommendations.

In each previous evaluation the Evaluator has set forth recommendations he believed to be pertinent. It does not appear that they have all been given consideration. Hence, the Evaluator recommends that the appropriate authorities give these earlier statements their attention. Many of them are as appropriate at this time as they were a year or two ago. Other recommendations are made throughout the text of this document. Additionally:

a. More than cursory attention be given to the problem associated with the departmentalization and scheduling in the middle schools and in providing outdoor experiences to pupils in these grades. What was once billed as a K-12 program appears to be rapidly becoming a K-5 program (except for the proposed resident program at the sixth grade level). Perhaps, block scheduling or pre-planned field days might be an answer.

b. Because concerns have been heard about the director being unable to "get around" or being"spread too thin" consideration eventually should be given to increasing the size of the staff. If this is not possible or feasible, priorities should be established about the use of his time. The highest priority should be given to working with teachers and children. Administrative duties, public relations, and visitors should be considered less important.

c. Guideline statements should be provided by the administration as to what is expected or is considered desirable or reasonable participation in the program. Some teachers fear they may be pegged as "overdoing" or "underdoing" outdoor education. Some appear to want some guidelines.

d. The feasibility of a mandatory experience or experiences should be explored. It might be initiated at one grade level in reference to a particular unit. Such a proposal should not be implemented until after careful study.

e. Although aware of the services of the program, some teachers seem unaware of its purposes, the basis for its existence, funding, and attitude of the administration. A statement about these and other aspects of the program should be prepared and distributed to faculty, committee members, and others.

# OUTDOOR EDUCATION TIPS

An Innovative and Exemplary Project, Funded through
TITLE III of the Elementary and Secondary Education
Act. and Sponsored by School District 47 for the
Elementary Schools of Southern McHenry County, Illinois.

September 15, 1967

Bulletin 1 (A)

FOR THE CREATIVE TEACHERS WHO ARE CONSTANTLY ON THE
ALERT FOR NEW IDEAS TO ENRICH EDUCATIONAL EXPERIENCES
FOR THEIR STUDENTS.

## 1. WHAT IS OUTDOOR EDUCATION?

It is a way of learning.
It is the use of the time in the immediate natural environment to achieve appropriate goals.
Learning is the basic consideration wherever the education occurs - indoors or outdoors.

PREPARATION: As in all education - the learner.

a. Has a purpose,
b. Has helped to select the goals and the means of reaching them, and
c. Has the opportunity to gather data from original sources, organize, interpret the materials.

*INTEREST ON THE PART OF THE TEACHER IS THE GREATEST IMPORTANCE, (just as in the regular classroom).

a. Children learn by direct, purposeful experiences.
b. Only the teacher can arrange for these experiences. The teacher must direct the child's exploration through questions.

USE THE SENSES

SEEING - The bright fall colors.
HEARING - The cheery call of a bird.
FEELING - Walk on carpet of spongy moss.
TASTING - The bitter buds of a Bitternut Hickory.
SMELLING - Fresh cut grass.

INTRODUCING OUTDOOR EDUCATION

a. MAKE THE GROUP'S FIRST OUTDOOR EDUCATION EXPERIENCE SHORT, SIMPLE SERVICEABLE AND SAFE.

Example: Notice changes on short walk. With your room gather leaves around school for book cover design. Sketch clouds.

Study evidences of strength of ants.

IMPORTANT: MAKE FIRST EXPERIENCES BRIEF, TIMELY AND PURPOSEFUL.
TEACHER - PUPIL PLANNING.

2. KNOW THE SITE TO BE EXPLORED AND PLAN CAREFULLY FOR ITS USE.

3. TEACHERS SHOULD HELP CHILDREN TO SET AND TO ACHIEVE STANDARDS FOR BEHAVIOR.

Suggestion: Decide on one or two common sense rules for first trip, and the need for them.

Example:
a. Stay together - to hear and share.
b. Group work - Do you need a recorder?

## PLANNING FOR OUTDOOR EXPERIENCES

1. Plan carefully distance to be covered and the variety of experiences sensibly limited. (Might have to ignore some natural wonders.)

2. Involve child in planning. Anticipation should be a pleasant part of experience.

3. See that each child is responsible, as an individual, or member of a small group, for discovering some item, answer, or cause, and for recording his findings in some form useful to his group.

4. Ask questions, call attention to specific objects or activities if an individual's interest seems to wander.

5. Vary the activities.

6. Determine some signal for attention. Might raise right hand to signal some important finding. (Need to be quiet so animal doesn't become frightened.)

7. Follow-up: Give children an opportunity to use their outdoor learnings in follow-up activities in the classroom.

8. EVALUATION: What was good? What was not so good? How can it be improved?

You might check "Curriculum Enrichment Outdoors" by Hug and Wilson, in your school faculty library for more information.

Hope this helps you. More will follow.

Norbert Ziemer

References:

Resource Guide for Teaching (See Teacher-Student Orientation)

Hug and Wilson, "Curriculum Enrichment Outdoors" (Check your faculty library or see your Principal)

# OUTDOOR EDUCATION TIPS

An Innovative and Exemplary Title III Project
Sponsored by School District 47 for Elementary
Schools of Southern McHenry County, Illinois.

September 22, 1967

Bulletin No. 2

## EXAMPLES OF OUTDOOR ACTIVITIES (PRIMARY LEVEL)

## WHAT CAN I DO RIGHT NOW TO GIVE MY CLASS THE ADVANTAGES OF OUTDOOR EDUCATION?

TREES:

Observe the beautiful coloration in poplar, maple and oak trees.
Stress changes, what are they caused by?
Collect samples of leaves. Compare size, shape and color.
Gather leaves to make leaf prints.
Inspect a tree to study its size and shape.
Make a clue chart for a few trees or flowers.
Gather seeds for a seed mosiac.

CLOUDS, WIND AND RAIN:

Sketch clouds (describe them)
Tell imaginative stories about clouds.
Feel the wind (describe how it feels).
   How does it affect us? (Soil erosion, tornado, wind damage, etc.)
Compare the feel of the effect of rain on bare ground and on grass
   covered soil.

BIRDS:

Listen to the birds sing (crow, blue jay, etc.)
Draw a simple sketch of the song pattern of the birds.
   (Does it go up or down?)
Look for bird nests.
   Observe and note: What are they made of?

ANIMALS:

Look for animal homes (chipmunk, squirrel, etc.)
What do they need for food?
   (Can you see things they would eat or have eaten?)

**COME AND SPEND A WELL PLANNED DAY (OR ½ DAY) AT VETERAN ACRES.**

**THESE ARE POSSIBLE SUGGESTIONS. ONLY THE TEACHER CAN SELECT AND PLAN FOR THE OUTDOOR EDUCATION PROJECT FOR HIS OWN GROUP AND ITS PARTICULAR CURRICULUM NEEDS.**

Norbert Ziemer, Director
Outdoor Education Center

# OUTDOOR EDUCATION TIPS

An Innovative and Exemplary Title III Project
Sponsored by School District 47 for Elementary
Schools of Southern McHenry County, Illinois.

October 20, 1967

Bulletin No. 5

## SOIL

The soil has many secrets. Did you know that a busy world where air, water, minerals, plants and animals are always changing lies underneath you right now - no matter where you are? This is the soil.

Soil is made up of mineral particles. These are grouped according to size, such as sand, silt and clay. A mixture of all three is called loam. Collect some samples from various areas and label them (the path, the gulley, the bottom of the pond at Veteran Acres). Rub a little of each sample between your fingers. Does it feel gritty? That soil contains sand. Does one soil feel much like flour? This is silt. If the soil feels sticky when wet and like harsh sand paper when dry it contains more clay.

Most soils contain a mixture of these three sizes of particles. Try a road-builder's test. Put a handful of each of the soils you have collected in a separate jar, fill each with water, and shake well. Let them settle. Do they form layers? Is the sand on the bottom? Are the layers equally thick in all the samples?

All of the mineral particles in the soil which you have collected were at one time rock. Can you think of ways in which these tiny pieces may have been broken ways from rocks? Sand is an important cutting tool when it is carried along by wind or by water. Water that freezes in the cracks of rocks expands and may split off small pieces. The grand canyon is an example of wind and water cutting.

Roots break up rocks. The seeds swell when they get wet and begin to sprout. Some rocks are covered with plants called lichen. Lichen live on rocks and give off an acid that eats into the rock and helps to make them crumble and break up.

These examples of breaking up or decay of rocks on earth's surface are called weathering, while carrying away of soil or pieces of rock is called erosion. We have excellent examples of erosion, gully areas, lichen, fungus and mosses on our site.

TWIGGY SAYS: "Come out to Veteran Acres - where the action is, and see my beauty, before I fall."

Norbert Ziemer, Director
Outdoor Education Center

# OUTDOOR EDUCATION TIPS

An Innovative and Exemplary Title III Project
Sponsored by School District 47 for Elementary
Schools of Southern McHenry County, Illinois.

November 24, 1967

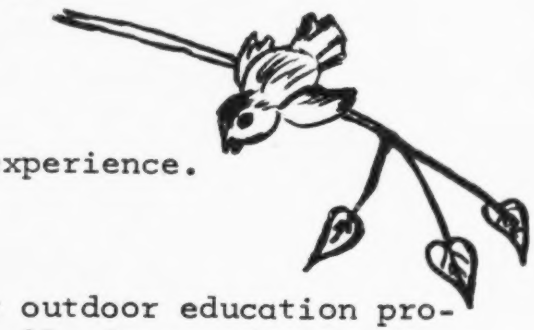
Bulletin No. 9

## OUTDOOR EXPERIENCES IN THE JUNIOR HIGH --- IT IS BEING DONE IN CRYSTAL LAKE.

This is the lesson Don Nead, Science Instructor at Central Junior High School and Sandy Anderson, Language Arts Instructor prepared for their students. For science it was a motivational unit, while for language arts it was culminating activity. After weeks of preparation, time was made available through a block of four class periods which included lunch period. This week we present the language arts plans and next week the science plans will be presented.

LANGUAGE ARTS OUTDOOR EDUCATION PROJECT: Stated Objectives

1. To learn the fundamentals of research.
2. To learn to compile data and facts.
3. To learn the importance of organization.
4. An exercise in first hand observation, direct experience.



I. RESEARCH PROJECT: Directions to Students.

This is the procedure you must follow in doing your outdoor education project. You will be expected to do your own work at all times. It must be neat, clear and organized so that you can use it and I can read it. Mrs. Atwood, Mr. Ziemer and I will help you in any way we can, but you must do the work. We are resource people and should be used in that way.

1. Taking notes and use of card catalog
   a. You will need your notes (on cards). Blank note cards and pencil.
   b. In your research you learned where to look for your chosen subject and how to recognize it. There will be three groups divided according to related subject area.
2. Field Work

   a. When you find your subject you are to do two things: make accurate sketches or diagrams of it and its surroundings, and record on note cards the observations you made of your subject (surroundings, size, activity, shape, color, habits, etc.)

II. FOLLOW UP:

During the next several class periods, you will be compiling all your research notes, diagrams and field notes into a report. A report in your words of what you saw and found out about your subject. You have all the information in front of you on your note cards by this time. Now organize them into a complete report.

The report may be as long or as short as you wish, as long as it is complete as far as information is concerned and clearly written. You might like to fashion an attractive cover that could be used as a library display for open house. GOOD LUCK!

Norbert Ziemer, Director
Outdoor Education Center

# OUTDOOR EDUCATION TIPS

An Innovative and Exemplary Title III Project
Sponsored by School District 47 for Elementary
Schools of Southern McHenry County, Illinois.

December 1, 1967
Bulleton No. 10.

## OUTDOOR EXPERIENCES IN THE JUNIOR HIGH - PART II SCIENCE.

An introduction to a unit on living and non-living things, prepared by Don Nead, Central Junior High School, Crystal Lake, Illinois.

### Student Worksheet: LIFE IN A PHYSICAL WORLD.

1. . Take a walk around the pond and list as many non-living things as you can see.

| Living | Non-living |
|---|---|
| ________________ | ________________ |
| ________________ | ________________ |

II. Give the properties that you used to separate the living from the non-living.

________________________

________________________

III. Are plants living or non-living. Explain

________________________

________________________

IV. List ways in which plants and animals differ:

Suggestions for Pond Life Study Units:

Study the pond-life during the four seasons of the year. Are there an abundance of plants and animals throughout the year? How do the numbers compare? Can the animals be identified? Are they vertebrate or invertebrate? Are there forms which skim the surface? Are there free-swimming forms? Any attached to vegetation?

Have students collect living specimens and place them in a collecting pan. This can be done by using a dip net to gather surface and bottom dwellers. Objects such as boards, stones, leaves, etc., should be studied for animals. Both visible microscopic animals can be observed. By placing visible animals in a container such as a petric dish, they can be studied under the stereoscope. Microscopic animals can be found swimming freely in the pond or attached to the scraping the scum from the bottom of a decaying leaf many new and exciting animals can be located.

The study of the pond can be used for units such as the following:

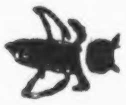
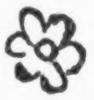
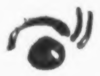
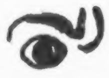
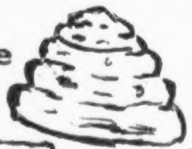
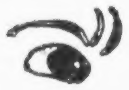
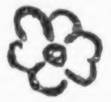
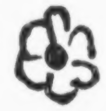
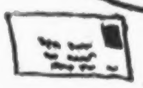
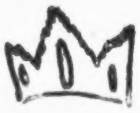
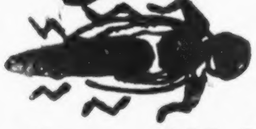
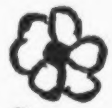
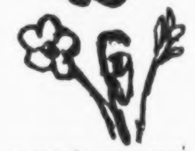
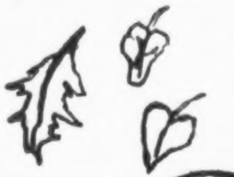
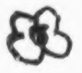
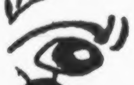
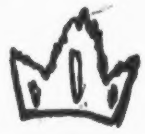
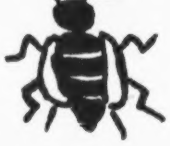
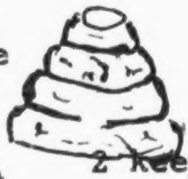
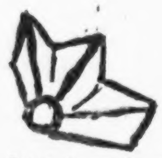
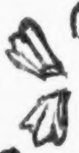
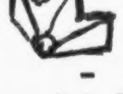
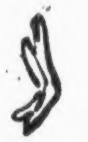
A. Insects B. Animal Life C. Plant Life. D. Plant and Animal Classification.

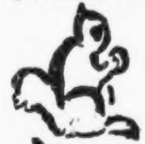
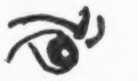
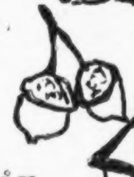
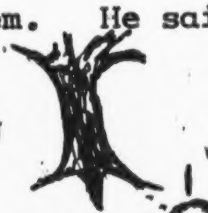
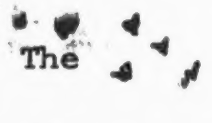
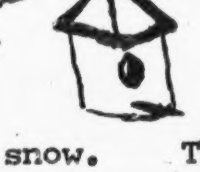
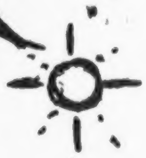
Norbert Ziemer, Director,
Outdoor Education Center.

OUTDOOR EDUCATION TIPS
An Innovative and Exemplary Title III Project
Sponsored by School District 47 for Elementary
Schools in Southern McHenry County, Illinois.

January 19, 1968
Bulletin No. 14.

## A SAMPLE OF FOLLOW-UP TO A VETERAN ACRES FIELD TRIP, THIRD GRADE, NORTH SCHOOL, MRS. ALICE GORDON.

A  flū to a . She said, " am very busy. M  dā is very short. Pollen is gathered for the .  from  2 . Do U have a  4 the   "Yes," said the , "Tell her winter is coming. Soon there will be no more pollen.  will dry up. Our  will fall to make more  next year. What will U do? "  will feed the  all winter. She will keep on laying eggs. Some  are nurses to feed the babies. Some clean the . Pollen is stored for the winter. We all  our  2 keep warm air moving In the summer we have air-conditioning by -ing our ."

A  passing bī heard them. He said, "  have stored  for the winter in a big . The  are going south. Their  are empty. Soon the  will be farther away. We shall have snow. The wind with

Norbert Ziemer, Director,
Outdoor Education Center.

# OUTDOOR EDUCATION TIPS

An Innovative & Exemplary Title III, E.S.E.A.
Project Sponsored by School District 47
for Elm. Schools in S. McHenry County, Ill.

November 21, 1969
Bulletin No. 43

## BIRDS ARE IMPORTANT

IN A WORLD... so ever-changing as ours, it is a comfort to know that birds are forever loyal and dependable. Friends move away and change their personalities, but the birds never change.

## HAVE YOU HEARD?

Bird watching heads the list of national pastimes. More people watch birds than go to baseball or football games, ski collect stamps or hunt.

Birds are pretty.
Birds sing.
Birds provide us with year around pleasure.

## WINTER BIRDS FOUND AT VETERAN ACRES

| Birds found at feeders | |
|---|---|
| Black-Capped Chickadee | suet, seeds |
| White Breasted Nuthatch | suet, seeds |
| Slate Colored Junco | seeds |
| Blue Jay | suet, seeds |
| Starling | anything |
| English Sparrow | suet, seeds |

| Uncommon Birds (But possible) | |
|---|---|
| Yellow Shafted Flicker | seeds, suet |
| Red Breasted Nuthatch | suet |
| Red-Winged Blackbird | seeds |
| Brown Thrasher | bread, seeds |
| Song Sparrow | seeds |
| Brown Creeper | suet |
| Mourning Dove | seeds |
| Purple Finch | seeds |

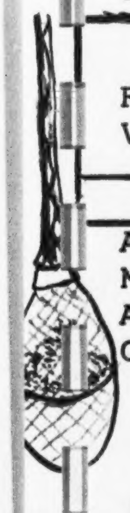
Research by Dolly Fiske
Vice Pres. Illinois Audubon Society

| Common Birds | |
|---|---|
| Red Bellied Woodpecker | suet |
| Red Headed Woodpecker | suet |
| Hairy Woodpecker | suet |
| Tufted Titmouse | suet, seeds |
| Tree Sparrow | seeds |
| Cardinal | seeds |
| Common Grackle | seeds |
| Cedar Waxwing | berries |
| Goldfinch | seeds |

| Ground feeder | |
|---|---|
| Pheasant | corn |
| Crow | corn |

The joy of observing and knowing the living creatures of our world is great fun!

## A "QUICKIE" ALL-PURPOSE BIRD FEEDER



An orange (cut in half & juiced)
Mix bacon drippings with "scratch grains"
Add sunflower seeds & hang in onion sack
Choose a good location!

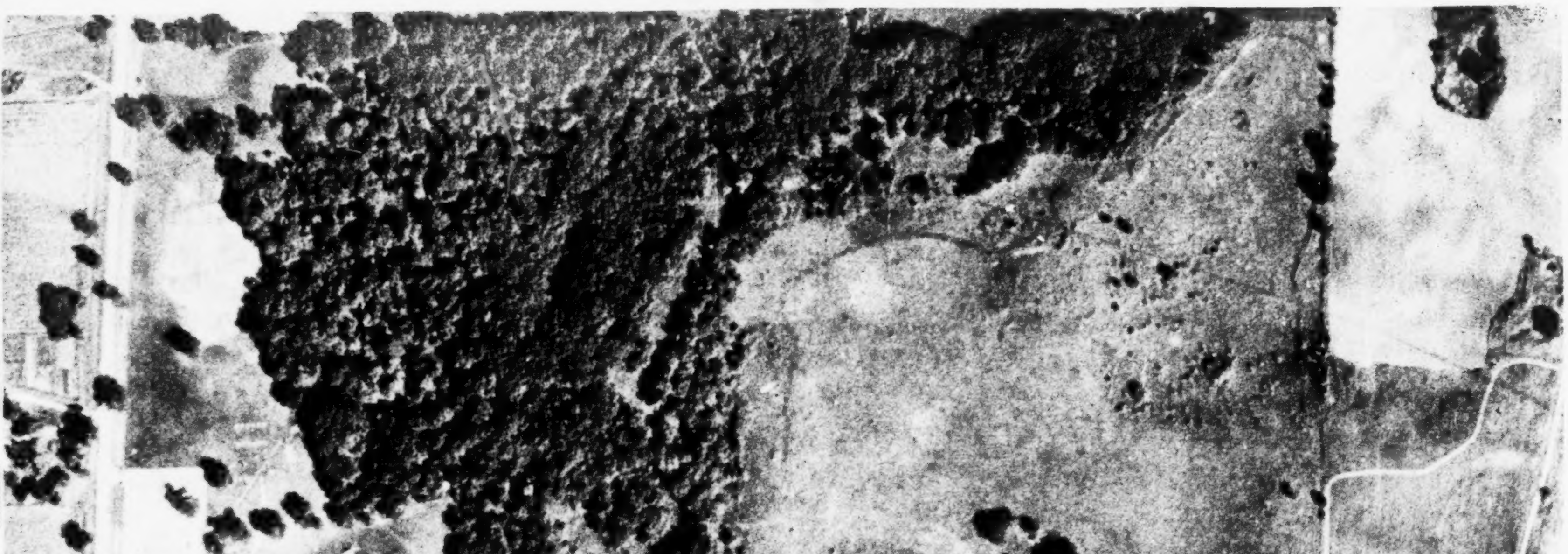
Norbert Ziemer, Director
Outdoor Education Center

# OUTDOOR EDUCATION TIPS

An Innovative & Exemplary Title III, E.S.E.A.
Project Sponsired by School District 47
for Elm. Schools in S. McHenry County, Ill.

January 9, 1970
Bulletin No. 46

## AERIAL PHOTO OF VETERAN ACRES NO. 1



U.S. Dept of Agriculture, 1954 - Scale: 6" = 1 mile - North is given approximately.

Can you draw the boundaries of Veteran Acres?
Can you plot the watershed boundaries?
Can you make a map from this aerial photograph?
What can you learn about the topography of Veteran Acres? About the kinds of plant growth?
Could you determine the altitude of the airplane when the photo was made?
What time of year was the photo made? Time of Day?

Good luck & have fun with your discoveries!

Norbert Ziemer, Director
Outdoor Education Center

# OUTDOOR EDUCATION TIPS

An Innovative & Exemplary Title III, E.S.E.A.
Project Sponsored by School District 47
for Elm. Schools in S. McHenry County, Ill.

February 6, 1970
Bulletin No. 48

## CRYSTAL LAKE OUTDOOR EDUCATION

Your Professional Committee has agreed on the following six major functions:

1. Consult with and advise the Director on
   (a) policies,
   (b) emphases,
   (c) activities of the Outdoor Education Program;
2. Provide for face-to-face communications between the Outdoor Education Program and the teachers in the school each Committee member represents;
3. Provide "feed-back" to the Director of Outdoor Education as to the reception of the Outdoor Education Program in each school;
4. Assist in planning and carrying out in-service educational activities;
5. Encourage and assist hesitant or inexperienced teachers to use the resources of the Outdoor Education Program;
6. Meet, generally once a month, with the Director of Outdoor Education to discuss any of the above or any other problems which appear appropriate to Committee members or the Director of Outdoor Education.

## THE 1970 OUTDOOR EDUCATION COMMITTEE

CARY - Homer Dahlin

CENTRAL - Jean Handke

COVENTRY - Carol Robbins

LUNDAHL JR. HIGH - Jan Jenkins
Jim Mattern

NORTH - Nancy Carroll
Vivian Linden

NORTH JR. HIGH - Marty Anderson
Betty Christensen

SOUTH - Rosemary Fosse
Janis Kees

WEST - Carol Dempsey
Lynn Frazier
Jo Oliver

IMMANUEL LUTHERAN - Robert Popp

St. THOMAS - Sister Mary Zachary

Norbert Ziemer, Director
Outdoor Education Center

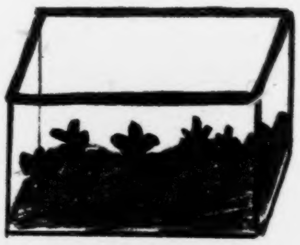
# OUTDOOR EDUCATION TIPS

An Innovative & Exemplary Title III, E.S.E.A.
Project Sponsored by School District #47
for Elm. Schools in S. McHenry County, Ill.

March 6, 1970
Bulletin No. 50

## WINTER TERRARIUM

The ground is full of surprises waiting for Spring. Your class doesn't have to wait. Have them make a terrarium.



1. Gather enough clumps of dirt (full of dormant life) to fill the bottom of your container.
2. Cover with glass or saran wrap and place in a warm, sunny place.
3. Observe the growth (variety of plants, rate of growth for each type).

## A POTTED NEST

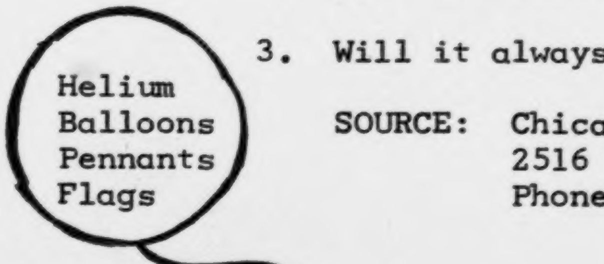
What do birds use in building their nests? Have children plant a nest (upside down) in dirt, vermiculite, or on a sponge, cookie sheet, or in a pot.

1. How many kinds of plants can you see?
2. Are they all the same color?
3. Any woody stems?
4. Can you tell if any will be thorny?

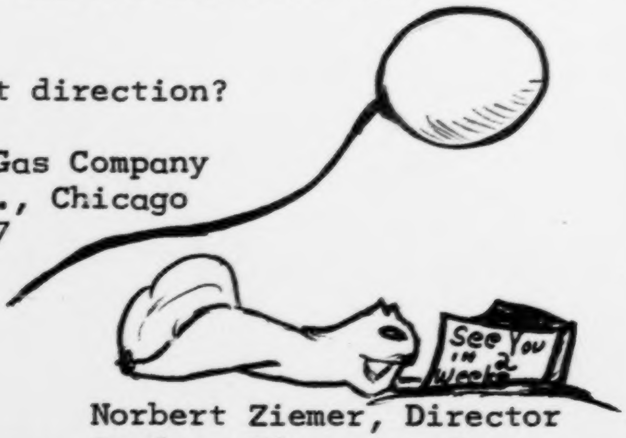
## UP, UP, AND AWAY

Study air currents by releasing helium filled balloons. Inside each balloon place a note asking the finder to notify you. (Will he receive a reward?)

1. Is the launch site clear of wires, buildings, trees?
2. Can you tell which direction the balloon will travel when released?
3. Will it always travel in that direction?



SOURCE: Chicago Compressed Gas Company
2516 N. Laramie Ave., Chicago
Phone: 312-637-5507



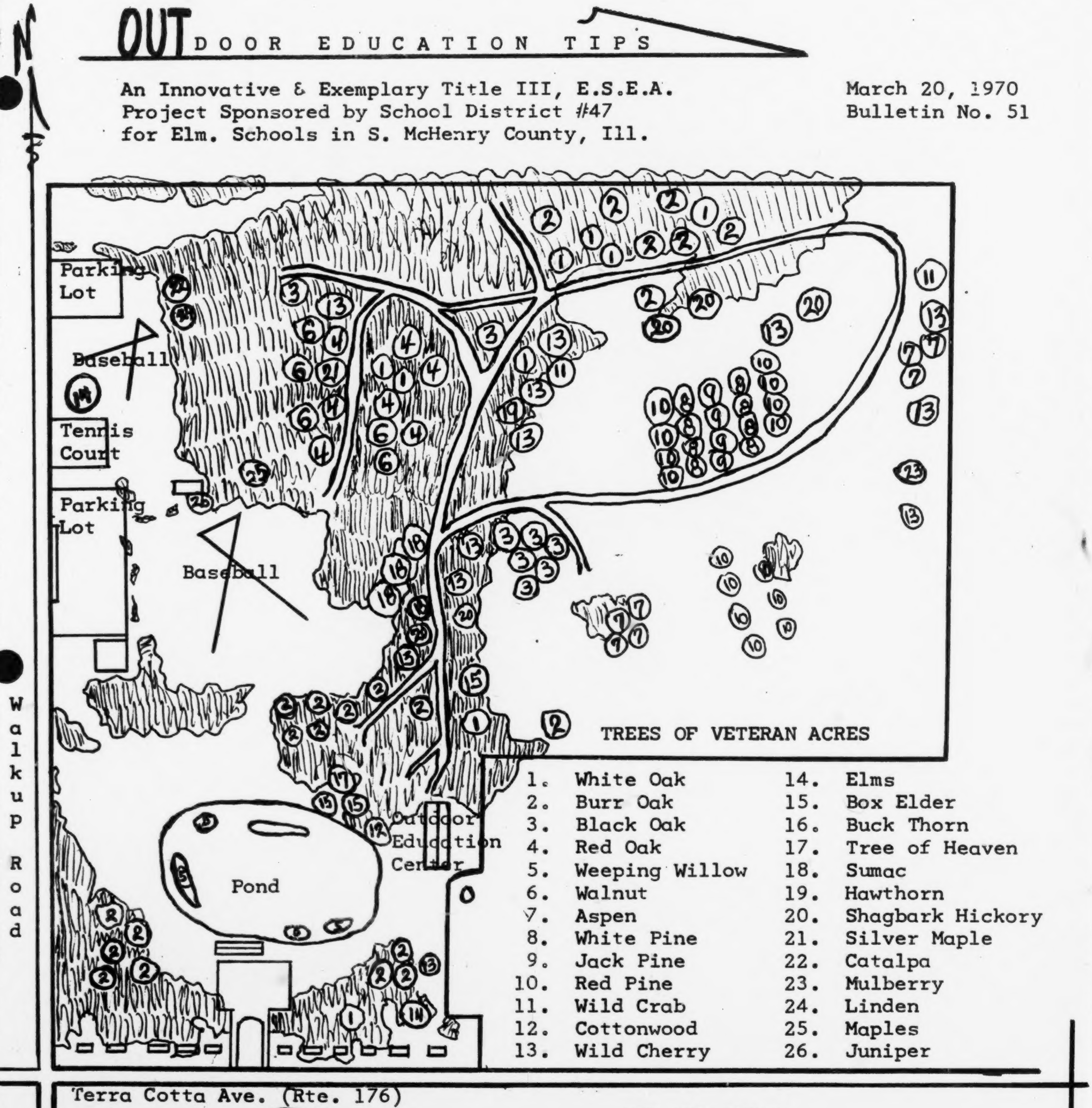
Prepared by:
Berniece Wheeler
Northern Illinois University

Norbert Ziemer, Director
Outdoor Education Center

# OUTDOOR EDUCATION TIPS

An Innovative & Exemplary Title III, E.S.E.A.
Project Sponsored by School District #47
for Elm. Schools in S. McHenry County, Ill.

March 20, 1970
Bulletin No. 51


N
Parking Lot
Baseball
Tennis Court
Parking Lot
Baseball
Pond
Outdoor Education Center
Walkup Road
Terra Cotta Ave. (Rte. 176)

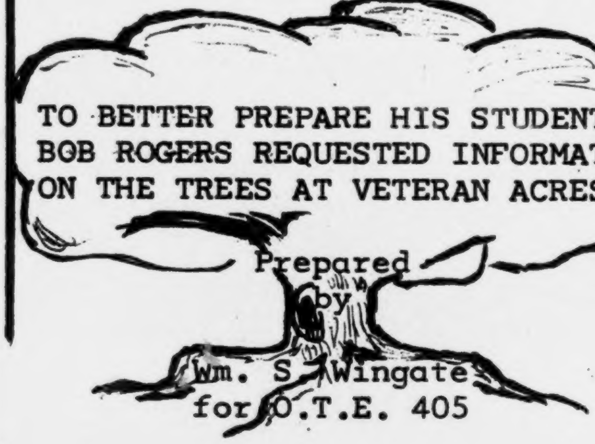
## TREES OF VETERAN ACRES

1. White Oak
2. Burr Oak
3. Black Oak
4. Red Oak
5. Weeping Willow
6. Walnut
7. Aspen
8. White Pine
9. Jack Pine
10. Red Pine
11. Wild Crab
12. Cottonwood
13. Wild Cherry
14. Elms
15. Box Elder
16. Buck Thorn
17. Tree of Heaven
18. Sumac
19. Hawthorn
20. Shagbark Hickory
21. Silver Maple
22. Catalpa
23. Mulberry
24. Linden
25. Maples
26. Juniper

### DID YOU KNOW?

It takes 1000 years to make 1 inch of top soil.

Man has not yet identified all the elements in a cubic foot of soil.



TO BETTER PREPARE HIS STUDENTS, BOB ROGERS REQUESTED INFORMATION ON THE TREES AT VETERAN ACRES.

Prepared by
Wm. S. Wingate
for O.T.E. 405

Norbert Ziemer, Director
Outdoor Education Center

# CL OUTDOOR EDUCATION NEWSLETTER for NOVEMBER '67

On October 13th, I attended a conference of the Title III, ESEA Directors at Springfield, Illinois. An enlightening program disclosed some of the do's and don'ts of the program. Of the 54 projects in Illinois, the Williamson County Project of mobile laboratories in Marion, and ours in Crystal Lake are the only two operational.

Jim Oerkfitz, our Crystal Lake Park Superintendent made ready for Hal Kelder to bring a bee collection to the center for all of us to observe. The children and teachers, also visitors to the center, share our amazement at their activity, and are fascinated by the bees. All of this has created an interest in using the books on bees in the school libraries.

Bruce Mensch, State Biologist of the Illinois State Conservation Department, stunned the pond, explaining to a group of biology students the types of fish in the pond, why they grow here, and why others do not. We found goldfish of all sizes, carp and sunfish. Larry Lane of the high school has preserved a large carp for display in our facilities. This was a most interesting experience.

The McHenry County Audubon Society conducted two bird hikes here to spot and survey as many of the fall birds as could be found. There were 26 varieties spotted in our wooded area. The birders are anxious to help with our program and Mrs. Darlene Fisk, President, plans to continue the survey throughout the year. They are an interested group and wonderfully cognizant of the need for this program.

So far this month we have had many groups from the schools here. The children are enthusiastic, and our attendance has run as high as 350 students in one week. A variety of planning has taken place, resulting in pond survey, soil building, soil tests, insect study, hikes to observe lichen, fungus, rotting logs, tree holes, galls, the pine area, etc. Use of the senses in hearing, seeing, smelling and feeling has been a part of the planning. Using many curriculum areas of science, math, social studies and art, has brought Jean Handke with her group for an art project, supervised by Jack Anderson. We were happy to share the insect displays and language arts projects from Judy Judy's class.

Did you notice our Outdoor Education display at the Crystal Lake Public Library? This is courtesy of the second grade, thanks to Caroline Haase of Central School.

Our committee meeting had representatives from every school district except Burton's Bridge. A very good turnout.

Parents night programs have been most rewarding. Committee members enthusiasm was spontaneious as evidenced by parents reactions. It was a pleasure to meet more of our students parents, and so far we have had a telescope, rock, fossil and wood collections donated for the center. Also several resource persons have volunteered their services.

Registrations are coming in for OTE #405 for the spring course. Dr. Ozwald Goering of NIU with a rich variety of resource persons will conduct the class.

Happy Holloween!

Norbert Ziemer, Director
Outdoor Education Center

# OUTDOOR EDUCATION NEWSLETTER

'68

CHRISTMAS TREE ORNAMENTS:

Buddy Christensen and Vern Kruse cut and set up the large beautiful Christmas Tree in the Center. Decorations were made, mostly of natural materials, and placed on the tree by the students themselves. Interested students from the Immanuel Lutheran School, South and Coventry schools tastefully adorned the tree with cranberry and popcorn strings, plus the hand made ornaments.

BIRD FEEDERS AT VETERAN ACRES:

After a well planned fieldtrip through our area to observe the birds and animals which they could now find, the West school kindergarden classes made bird feeders. They pressed peanut butter into pine cones, rolling them into bird seeds and fastened wire to the top of the cone. The birds are grateful for their thoughtfulness and effort. Thanks Mrs. Oliver and students.

PUBLIC LIBRARY DISPLAY CASE:

A new and different display of nature related Arts and Crafts has been designed and set up by several of the fifth, sixth, seventh and eighth grade students of the Immanuel Lutheran School. Robert Popp is their art instructor.

SECOND ANNUAL CHRISTMAS "OPEN HOUSE"

The new building seems to have stimulated much interest effecting attendance, as well as the numbers at the "Open House" too. We were very happy over the comments and response to our second annual affair. It was rewarding to see the interest of teachers, secretaries, and principals in our program. Over twice the attendance of last year! (Also many telephone calls.) Shirley Meister added greatly to this success through her time and efforts in decorating. The "Veteran Acres Punch" was the hit of the season. This is from Mrs. Meister's secret recipes.

GUESTS THIS MONTH:

| | |
|---|---|
| John Henard | Boone County Superintendent of Public Instruction |
| Jan Raywood | Teacher from Belvidere |
| Roger Gustafuson | Boone County Conservation District Director |
| Gordon Kaplan | George Williams College Camp Director |
| Dennis Johnson | Elgin Y.M.C.A. Camp Director |

ATTENDANCE: Through December 13--2830, Real Good Show Teachers!!!

## SEASON'S GREETINGS

Norbert Ziemer, Director
Outdoor Education Center

# OUTDOOR EDUCATION NEWSLETTER

OCTOBER '69

## CRYSTAL LAKE CONTINUES TO MOVE IN OUTDOOR EDUCATION:

School District #47, cooperatively with the Crystal Lake Park District, began the third year of the Outdoor Education Program. A program that provides children with the opportunities for direct and meaningful learning experiences, in an environment loaded with fascinating mysteries.

**THE** **ARE BACK!:** Harold Kelder brought life back into the bee display with an active bee hive. The students, as well as teachers (and guests), find this a focol point of their visits to the Outdoor Education Center.

**VETERAN ACRES FIELDTRIPS:** Classes from Central School, North School, South School, Coventry School, and Immanuel Lutheran School have used Nature's classroom at Veteran Acres to facilitate observations and classroom learnings through the first hand study of soil, conservation, erosion, plant and animal life, rock identification, and glaciation.

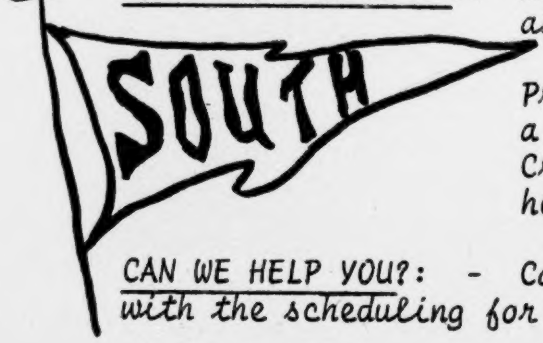
**ON A BEAUTIFUL DAY...** Barb Wardwell used the natural amphi-theatre for the Coventry fourth grade music session, meanwhile Art Supervisor, Ellen Spencer, with students observed the ducks and geese on the pond and sketched them. "Look at the shape and color of the willow trees--and the clouds. How can you show movement?" Near the baseball field the Physical Education class was enjoying activities that Rita Kendall had planned for them.

**SOIL PROFILE DISPLAYS:**

Sam Haning, from the McHenry County Soil Conservation Department, brought eight Veteran Acres soil profile samples for our use. We have aerial photos of our area taken fifteen years ago and others taken two years ago. An interesting and worthwhile comparative study!

**FACULTY MEETINGS:** The faculty meetings were held with all District #47 schools. The slide series used depicts examples of a wide variety of Outdoor Education possibilities used by teachers last year. A most rewarding experience for us. Your enthusiasm continues to "turn us on"! St. Thomas and Immanuel Lutheran meetings are scheduled for October.

**LATE AND IMPORTANT!:** Mrs. Pichen's third grade class held an evening astronomy session with William S. Wingate.



Priscilla LaSarre's class is planning to develop a small "landscape-garden" area, by the school. Crystal Lake Garden Club members are willing to help donate needed plantings.

**CAN WE HELP YOU?:** - Call 459-5557 - Mrs. Swanson is anxious to help with the scheduling for a fieldtrip or preparing materials you can use.

Norbert Ziemer, Director
Outdoor Education Center

CRYSTAL LAKE
OUTDOOR EDUCATION NEWSLETTER

DECEMBER '69

## NORTHERN OFFERS O.T.E. 405 IN EXTENSION

Dr. Morris Wiener, of the Lorado Taft Field Campus will instruct this Outdoor Teacher Education Workshop Course to help interested teachers implement these "kinds" of student learning experiences. Are you interested? REGISTER NOW! Call Dea Barker at 459-6070. Three hours graduate or under graduate credit. First class meeting, Tuesday, February 3rd, 6:30 PM at the Outdoor Education Center. Class registration will be limited (and on a first come, first serve basis).

## WINTER WORKSHOP

Wednesday evening, December 3rd, Mrs. Howard Fox (whose husband is the forester at the Sinnisippi State Forest, near Oregon, Illinois) will demonstrate "Christmas Art & Craft Ideas" using a wide variety of natural materials. The Professional Committee chose this fitting topic for teachers interested in these seasonal activities. Margaret Gatz, Lorado Taft Dietician has consented to share her creativity with us at this time also. Pencils, sketch pad and/or camera will be put to good use.

## RECENT GUEST

Mike Feryo and Vic Fraser of Gary, Indiana. Mike is Director of the Title III Gary Schools Outdoor Education Program, and Vic is a staff instructor. The exchange of ideas and materials is profitable to both programs. On-site visits of area, facilities and program are vastly superior to the reading of descriptive literature.

David Reinertsen, Acting Head of the Education Extension Section of the Illinois State Geological Survey, discussed the geology of Veteran Acres and the fascinations of the effect of glaciation on this area. A follow-up report is being prepared.

Robert D. Furry, Title III, E.S.E.A. Regional Supervisor from Springfield, and Dr. Reutter, Assistant Director of Evaluation, visited our Project on Friday, November 21st, as a part of the twice a year visitation system.

Among the Taft Staff Visitors: Dr. Donald Hammerman, Director; Dr. Malcolm Swan and Dr. Orville Jones recently met with Robert Blazier and yours truly to discuss the possibility of involving the Crystal Lake Outdoor Education Project in the Taft Intern Program for Outdoor Education majors at Northern Illinois University. This should prove to be a mutually rewarding educational experience.

THOUGHT FOR THE NEW YEAR:

I am part of my environment,
And my environment is part of me.
When I maim the earth, I wound me.
When I pollute a stream, I poison me.
When I fill the sky with smog, I choke me.
For this is my world.
I am the world, and the world is me.
JOHPER Oct. '69

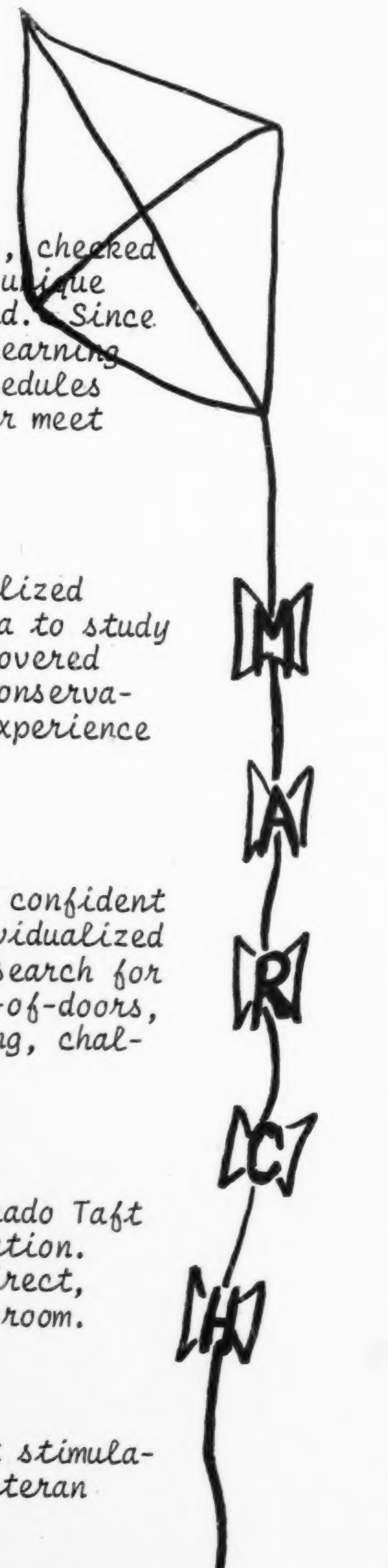
MERRY CHRISTMAS

Norbert Ziemer, Director
Outdoor Education Center

# CRYSTAL LAKE

76

# OUTDOOR EDUCATION NEWSLETTER



## GEORGE WILLIAMS CAMP - FEBRUARY 12, 1970

The fourteen teachers toured the camp site, surveyed the grounds, checked the buildings, and worked on final lesson plans. The setting's unique learning possibilities generated excitement as the day progressed. Since September, these teachers have met and planned for the week of learning experience with 120 sixth graders. Extensive preparation of schedules and handbooks, by Jim Mattern and Jan Jenkins, was done to better meet student and teacher needs. Such planning guarantees success.

## INTEREST IS THE BEST MOTIVATOR

Vivian Linden's North School fifth grade class planned individualized learning experiences at Veteran Acres. Each member chose an area to study and proceeded to investigate and research his project. Topics covered were; pond life, trees, bees, geology, air pollution, wildlife conservation, bird nests, and tracking. An interesting and profitable experience for students and teachers.

## OUTDOOR EDUCATION WORKSHOP - O.T.E. 405

A desire to better understand Outdoor Education and to feel more confident out-of-doors led twenty-seven people to participate in this individualized course. Dr. Wiener, Northern Illinois University, guides the research for facts about resident camping, working on lesson plans to use out-of-doors, and drawing a map of early Crystal Lake. The class is stimulating, challenging, and rewarding. Enthusiasm is the password!

## PARA-PROFESSIONSLS--GRADUATE

Mrs. Dee Mastio, Mrs. Karol Moller, & Mrs. Elaine Harrington, Lorado Taft teachers, visited the Center to find out more about Outdoor Education. These interested teachers will necessitate continued growth of direct, meaningful Outdoor Education experiences which begin in the classroom.

## NORTH SCHOOL PARENT PROGRAM

Marcia Hillier featured Outdoor Education on February 27. Parent stimulation and participation resulted when slides of her students at Veteran Acres were shared. Twenty-six parents attended.

## GUESTS

WARREN GILFILLAN, Portland, Oregon, Outdoor Education Director, explored our area and Center, shared a film and exchanged ideas with Park District Director James Oerkfitz and us. These materials and ideas will be beneficial for both programs.

MRS. ALTA TITUS met here with the Conservation chairmen of the Crystal Lake Garden Clubs, to plan for Arbor Day on April 24. Appropriate trees will be planted at the Center yearly.

McHENRY COUNTY AUDUBON SOCIETY MEETING: Darlene Fiske presented the film "birds of Prey." Pres. Ray Paige, introduced State Rep. Daniel Pierce, who spoke on environmental problems. Over one hundred interested citizens attended. All left a little wiser.

Prepared by:
Berniece Wheeler
Northern Illinois University

Norbert Ziemer, Director
Outdoor Education Center

# CRYSTAL LAKE

# OUTDOOR EDUCATION NEWSLETTER

June, 1970

As we reach the completion of our third year in Outdoor Education I would like, on behalf of School District #47, to express our appreciation for the tremendous support and cooperation that has been given us by the many individuals and organizations in Crystal Lake and McHenry County. They are too numerous to single out, but without their assistance the program could not have achieved such success.

This year is the final one for support from government funds. However, due to the success of the program, the Board of Education, District #47, has seen fit to give approval for the continuance of the program. We can, therefore, look to the years ahead as outdoor education continues to be an integral part of the curriculum of the elementary schools of Crystal Lake. It is our sincere hope that many people who have contributed so much time and effort during the past three years will continue to support the program. The school district feels that outdoor education has an important role to play in our desire to provide the best education for the boys and girls of our community and the county.

Corbyn Hamby
Superintendent

The children of Crystal Lake are fortunate indeed.
After three most successful years under federal funding, their Outdoor Education Project is to be continued under local auspices.

At least the following elements contributed to its success:

1. A progressive school board;
2. An alert and supportive administration;
3. An enthusiastic, dedicated faculty;
4. A hard-working Professional Committee;
5. An energetic Director;
6. A wise, child-oriented community.

All concerned deserve congratulations!

Dr. George W. Donaldson
Northern Ill. University
Lorado Taft Field Campus
Oregon, Illinois

Norbert Ziemer, Director Outdoor Education Center

Sample

## CRYSTAL LAKE OUTDOOR EDUCATION FIELDTRIP PLANNING AID

### PRE-TRIP:

1. Did I plan the trip carefully with the class?
2. Did I discuss reasons for proper conduct with my class rather than imposing rules without explanation?
3. Did we discuss their conduct on the bus?
4. Have we made a code of safety for use on fieldtrips (with the students)?
5. Did I visit the trip site before the fieldtrip?
6. Do I plan a roll call at various times during the trip?
7. Did I double check the pupils permission slips (signed and on file)?
8. Did we plan to dress for the occasion and for weather?
9. Did we make clear that the group must remain within sight of leader?
10. Did we make it clear that we will not permit "horseplay?" Did we determine the alternatives or punishment?
11. Do I know what to do in event of accident or illness?

### ON THE TRIP:

A) Be alert
B) Be enthusiastic
C) Make use of "quiet times"
D) Summarize - relate to objectives

### EVALUATION OF FIELDTRIP:

1. Did I use the class instructional time efficiently?
2. Did I have worthwhile suggestions and assignments?
3. Do I strive to know, understand and take advantage of the unique educational opportunities in the outdoor classroom?
4. What was good about the outdoor lesson?
5. How could it be improved?

Sample

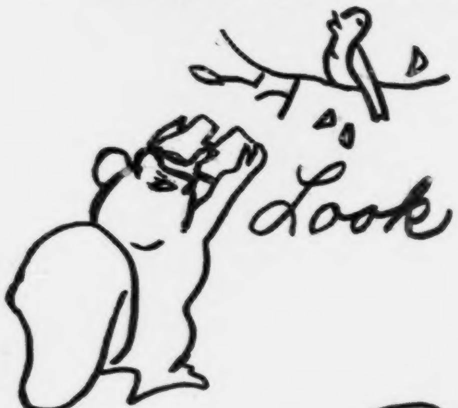
## CRYSTAL LAKE OUTDOOR EDUCATION FIELDTRIP CHECK LIST

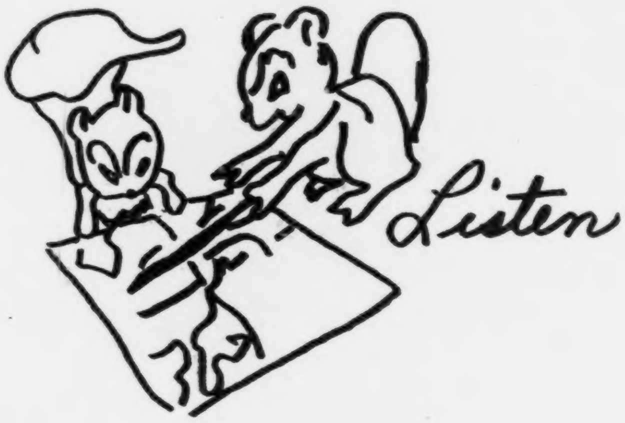
| | Write YES or NO | Comments |
|---|---|---|
| 1. Was the class participation wholehearted, fun, and without tension? | | |
| 2. Did I use the class instructional time efficiently? | | |
| 3. Do I arrange my children so that all may hear and participate in discussions? | | |
| 4. Do I maintain close supervision of my group at all times? | | |
| 5. Do I discuss reasons for proper pupil conduct with my class (rather than imposing rules without explanation)? | | |
| 6. Do I have worthwhile suggestions and assignments for children to work? | | |
| 7. Do I strive to know, understand, and take advantage of the unique educational opportunities in the outdoor classroom? | | |
| 8. Do I feel this is the proper season for the lesson? | | |
| 9. Do I feel it was successful? | | |
| 10. How could it be improved? | | |
| 11. How could I make better use of the Outdoor Education Program? | | |
| 12. How could the director help me improve the outdoor experience? | | |

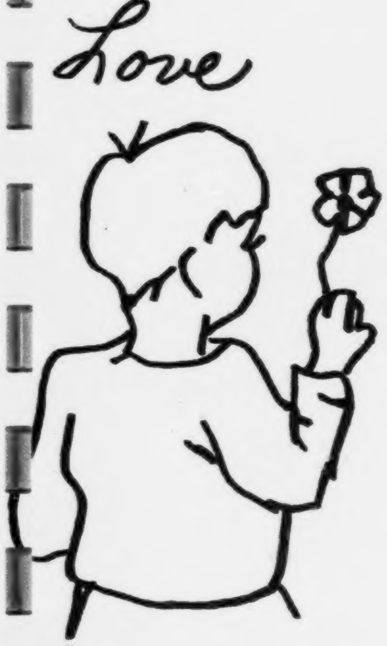
**AN AID IN PREPARING FOR YOUR OUTDOOR LEARNING EXPERIENCE.**

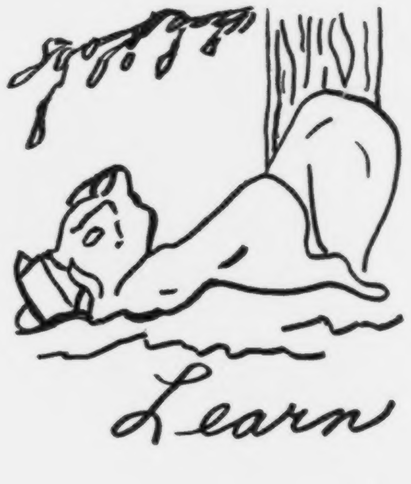
# Sample

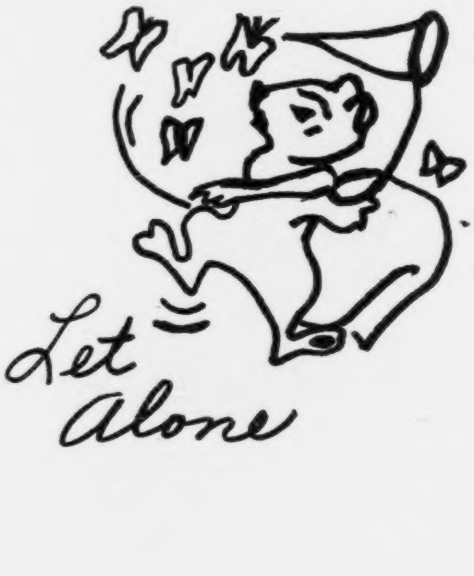
# The 6 L's for Outdoor Education

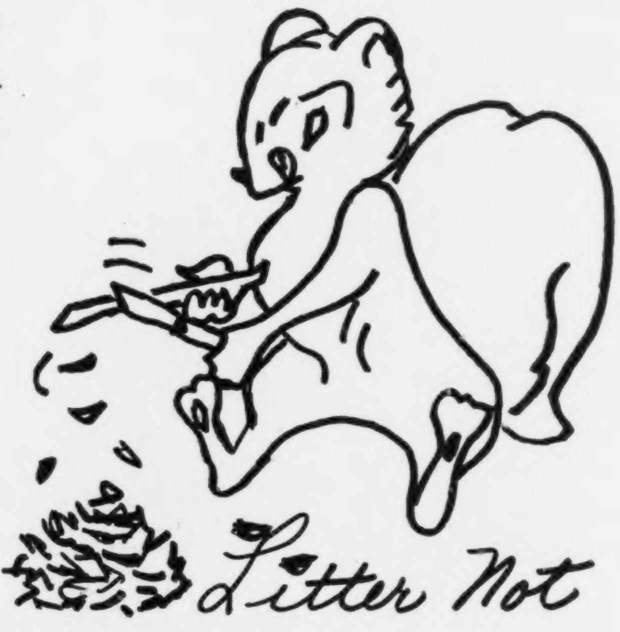












Prepared by:
Jean Handke

Saint Thomas School
265 King Street
Crystal Lake, Illinois 60014

September 26, 1968

Dear Mr. Blazier:

The St. Thomas faculty want you to know we had a most enjoyable and profitable meeting at the Crystal Lake Nature Center Building last evening. Mr. Ziemer could not have done more to make the meeting worthwhile. The refreshments were delicious.

Thank you so much.

Sincerely,
Sister M. Venard

**Saint Thomas School**
265 King Street
Crystal Lake, Illinois 60014

November 25, 1968

Dear Mr. Blazier:

Several of our faculty members attended the Outdoor Education Workshop at Veterans Acres last Saturday and we consider it one of the most profitable mornings of our school year. The workshop was well planned and organized; the activities were interesting, practical, and very worthwhile; and the general friendly atmosphere was delightful. Mr. Ziemer is doing a fine job and we are happy to be included in the program.

Sincerely,
Sister M. Venard
Principal

TELEPHONE 459-1687

CRYSTAL LAKE PUBLIC LIBRARY

126 PADDOCK STREET
CRYSTAL LAKE, ILLINOIS 60014

Patricia A. Kelly, Librarian

January 28, 1969

Mr. Norbert Ziemer
Outdoor Education Center
330 N. Main Street
Crystal Lake, Illinois 60014

Dear Mr. Ziemer:

I would like to take this opportunity to thank you for allowing us to participate in your very excellent outdoor education program.

The outdoor education exhibits placed in the library which have been prepared by you and the teachers and staff of District 47 have been a source of education and enjoyment to the many who have viewed them. It has provided an excellent opportunity for us to carry out one library responsibility - that of educating and informing the public of activities in the community.

We also feel that as a direct result of your program, the children and young people have developed an enthusiasm and interest in nature and the world around them. This is particularly evident in the library books which the children are checking out and requesting for purchase. Throughout the past year we have tried to purchase materials which would supplement and enrich that knowledge which the students are gaining as a direct result of their learning experiences in the outdoor education program.

It has been our privilege to be part (although very small) of this program. I hope sincerely for your continued success in an outstanding education endeavor.

Sincerely,

(signed: Patricia A. Kelly)

Patricia A. Kelly, librarian

CRYSTAL LAKE
COUNTRYSIDE
GARDEN GATE
GREEN TWIG
HOME

THE GARDEN CLUBS OF

CRYSTAL LAKE

April 30, 1969

Mr. Norbert Ziemer, Director
Outdoor Education
Crystal Lake, Illinois

Dear Mr. Ziemer:

It is almost impossible for the Garden Clubs of Crystal Lake to tell you what a pleasure it was to have ARBOR DAY Plantings at the Nature Center this year. We value the Outdoor Education Project and greatly appreciated your wonderful co-operation throughout our Program Planning.

Please thank your able secretary, Shirley Meister, for us and we're grateful too, for the "Treats" you so generously help provide.

Sincerely,

(signed: Catherine Johnson)

(signed: Joan Fielding)

Mrs. Fred Johnson
Mrs. Jerry Fielding
Green Twig Garden Club
Co-Chairmen

MRS. KENNETH V. FISKE
9313 BULL VALLEY ROAD
WOODSTOCK, ILLINOIS 60098

Mr. Robert Blazier
Assistant Superintendant Curriculum
School District 47, Crystal Lake, Ill.

Dear Mr. Blazier,

I feel very fortunate to have had some contact with the Outdoor Education program of Crystal Lake (and south McHenry County) as a member of the Lay Committee. We have not been far-sighted enough (or smart enough perhaps) to develop such a program for the Woodstock area so I am especially conscious of the values you people derive from this outstanding endeavor. I am also very much aware of the benefits my own children lose in this way! I am sure that all parents as well as teachers who have been involved at all in the Outdoor Education program feel as strongly as I do.

is By now any halfway-alert citizen knows how very important/conservation education -and all it encompasses and implies-. We MUST teach children awareness, love, respect and responsibility for their world. We must teach them its complexities so they can deal with it intelligently, and eventually try to repair some of the damage created by the generations before them who were NOT taught that they must treat their complex environment with care and caution. "Outdoor Education" has a BIG job; thank heaven for the GRAND center and program the School and Park Districts have produced. I KNOW the work involved, and the dedication, and I heartily commend you and all your co-workers and everyone responsible in any way for such an outstanding asset to our whole community. We are all so very proud -and confident of its continued success. Keep up the good work!

Sincerely, [illegible]arlene Fiske
(Mrs.K.V.)

March 2, 1970

McHENRY COUNTY CHAPTER ILLINOIS AUDUBON SOCIETY

9917 Hidden Lane
Woodstock, Illinois 60098
March 4, 1970

Robert Blazier, Assist. Superintendent
District # 47
Crystal Lake, Illinois 60014

Dear Mr. Blazier,

Thank you for again making the Nature Center available to us for our February 14 meeting.

Norb Ziemer was on hand to welcome our members and the many guests, and gave short explanation of the Outdoor Education program. Our Chapter is familiar with the program---in fact, those of us not in the Crystal Lake school district are quite envious, and wish we had a similar program with such an able and inspiring director as Norb.

We feel that to maintain an environment capable of supporting life much more knowledge must be gained, with a much greater awareness of our dependency on the environment. What better place to start than with children, at first hand out of doors? Hopefully they will be able to make wiser decisions in the future than many of those made in the past.

We commend the Park District for cooperating so admirably with you in this program, and congratulate the School District for its valuable contribution in this field. We wish you continued success in the future.

Sincerely,

Anne Carroll

(Mrs. William Carroll, Jr.)
Secretary

cc/Norbert Ziemer

March 11, 1970

Mr. Robert Blazier, Assistant Superintendent
School District 47
174 North Oak Street
Crystal Lake, Illinois 60014

Dear Mr. Blazier:

As a Lay Committee member of the Outdoor Education Program, I realize the government financial backing of this program will come to an end this year. During the three years I have observed the program a number of things come to my mind.

1. The enthusiasm of your director, Mr. Ziemer; the advisor, Dr. Donaldson, and a number of the professional committee members that I have come in contact with, has been great. This enthusiasm could not help but be catching, and more is caught than taught in effective education.

2. I have worked on a number of occasions with the young people in this program and enjoyed their receptive enthusiasm. We have enjoyed the classes that have taken trips through the grounds of Chipwood, our home; not only have we enjoyed these young people, but we have marveled at how many young people could make the trip and yet the yard showed no adverse evidence. Your teachers are to be congratulated.

3. I think evidence of a measure of success of the Outdoor Education program appears in the high school freshman "career papers." I have had a number come in for special help in some phase of the natural sciences. Certainly these young people will help lead us toward solutions of our conservation and pollution problems.

4. As a teacher, I am aware that many of our young people graduate and scatter across our country, acting as seeds, introducing the ideas of their home environment into new communities. The greatest benefit, however, is for the young people having trouble learning through channels normally provided. These are the ones that outdoor education has a special appeal for, and often these are the young people who remain in our communities raising their families, voting on the issues as they see them. What a hope for our community and its conservation there is if these young people are reached effectively.

5. While I am sure the Outdoor Education Program has the endorsement of most of our civic minded organizations, I know too it has a transition period ahead that will not be easy. I wish you, your associates, Mr. Ziemer and the Board of Education well as you guide this worthwhile program through this transition period.

Most sincerely,

William S. Wingate.
William S. Wingate

**6** Crystal Lake, Ill. HERALD
MARCH 21, 1968

"Action" is the theme of the outdoor education program sponsored by Elementary School District 47. Director Norb Ziemer and a group of students gather specimens from the pond at Veteran Acres. The children are looking for the types of pond life found in winter. The collected specimens will be taken into the Outdoor Education building for investigation and study utilizing microscopes, stereoscopes and a bioscope.

Norbert Ziemer, outdoor education director, and a group of elementary school pupils prepare to use scoop nets to collect pond life specimens at Veteran Acres Park. The outdoor education program, sponsored by Elementary School District 47 is federally funded. Involved in the project are public school districts at Crystal Lake, Burton's Bridge, Prairie Grove, Cary and Fox River Grove. Also participating are St. Thomas the Apostle and Immanuel Lutheran parochial schools.

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**2** Crystal Lake, Ill. HERALD
MARCH 28, 1968

# Outdoor Education Director Speaks to Kiwanis Club

All too often, from season to season people go unaware of the miracles taking place all around them. Nature provides a continuous performance with a most interesting cast. Now, with spring at our doorstep, she is about to provide what is probably the best performance of all the seasons, a grand awakening of everything that surrounds us.

Bringing an awareness of these things is the aim of Norbert Ziemer, director of outdoor education. This program has come to School District 47 for southern McHenry county. Its objectives are to provide an education in outdoor life to elementary and junior high school students. Agricultural wildlife and observance of nature is the basic theme. One day the classroom may be a cluster of woods and another, the bank of a stream with a hopeful end result of giving children a direct, meaningful experience in nature's wonders.

Ziemer reminded the Crystal Lake Kiwanis club of the work being done on a national level in the preservation of redwood forests, wildlife, dam building for power and all out efforts to stop the wiping out of wilderness. His remark quoted, "the future of the future depends upon the present" was both interesting and thought provoking.

Crystal Lake's outdoor facilities are presently located at the recreation area at Veteran Acres. A new building is under construction for completion around May 1. This will be used by both the school district's outdoor education program and the Park District. Since the program began on Sept. 15, 2,000 young young people have participated over a three month period. An eight week summer course is also on the agenda.

Elgin (Ill.) Daily Courier-News Friday, April 26, 1968

### *Tri-District*

# School Board Hears Ziemer

WOODSTOCK — An out-of-door education program is in progress in District 47 at Crystal Lake. The director is Norbert Ziemer who works in co-operation with the Crystal Lake Park District.

The many facets of this program were explained by Ziemer at a Tri-District School Board dinner meeting at Olson School Wednesday night with District 72 as host.

Ziemer explained that the pond at Veterans Acres is most useful in the program as now there are ducks and geese that fascinate the youngsters.

He told of the preparation made between the teacher and pupils prior to a field trip and the observations when the group returned to class.

Ziemer discussed the summer program at Crystal Lake, including five instructors and himself. He said that the sessions will operate for two weeks each and that there are four of these sessions.

He emphasized the fact that they are trying to limit the classes to 15 students each.

He told of the many organizations and the lay committee assisting the program.

He added that "all learning does not come from a book."

This is a great challenge and my goal is to encourage other teachers to become interested in the program.

Ziemer was introduced by Mrs. Marjorie Lutes, president of the District 72 Board of education.

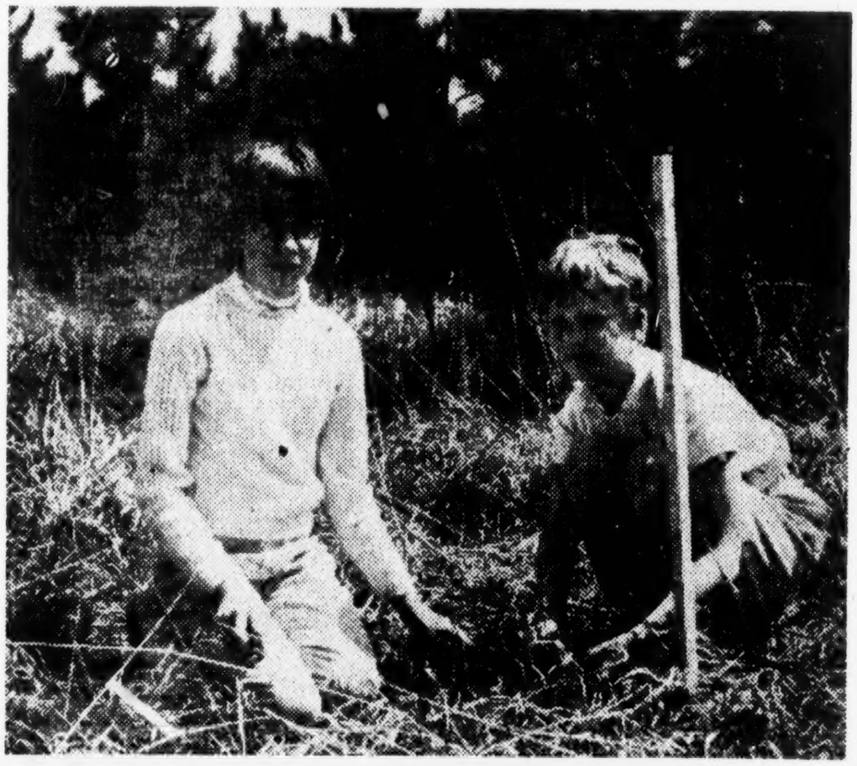
A great amount of enthusiasm for the program was shown after the talk and a moving picture of an out of door education class in action.

At the conclusion of the program the three boards presented some of their problems and programs in progress. Melvin Belcher, president of District 152, discussed negotiations with the teachers at the high school; Randall Highsmith, superintendent of District 72, and Charles Mather, secretary of the Board told of the advancement of their building program in the three schools of the district and George Rasmussen, president of school District 10, and Mrs. Verda Dierzen explained their junior high school building program now in its formative stage.

2 Crystal Lake, Ill. HERALD
MAY 2, 1968

# Students Plant Seedlings at Veteran Acres

Fourth grade students from Central school visited Veteran Acres last Friday to plant seedlings as part of their outdoor education experience under the supervision of Norbert Ziemer and their classroom teacher, Mrs. Jean Handke.

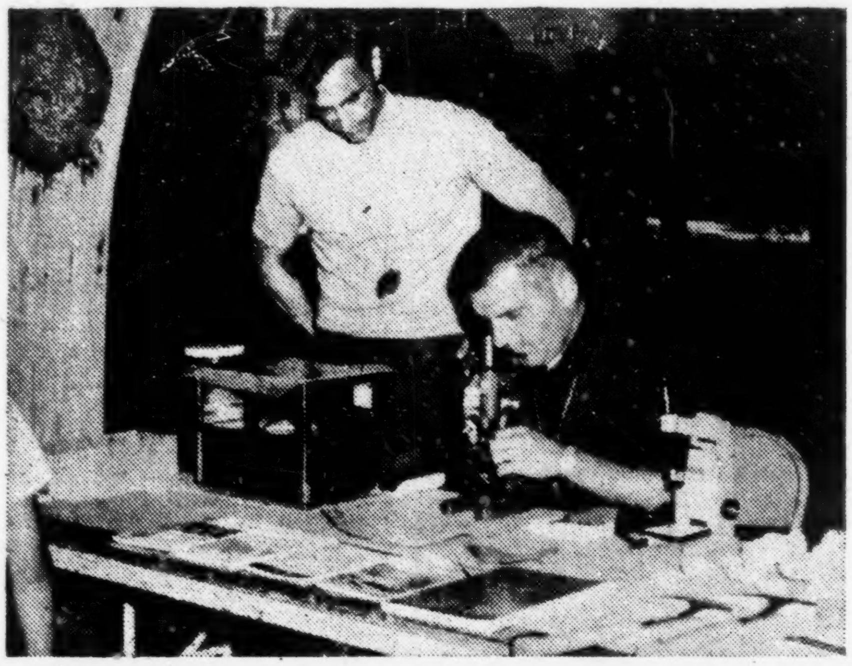


You've got to get right down close to the ground to plant seedlings, report Roberta Kaiser, left, and Susie Gulgren, and the roots can't be left above ground level.

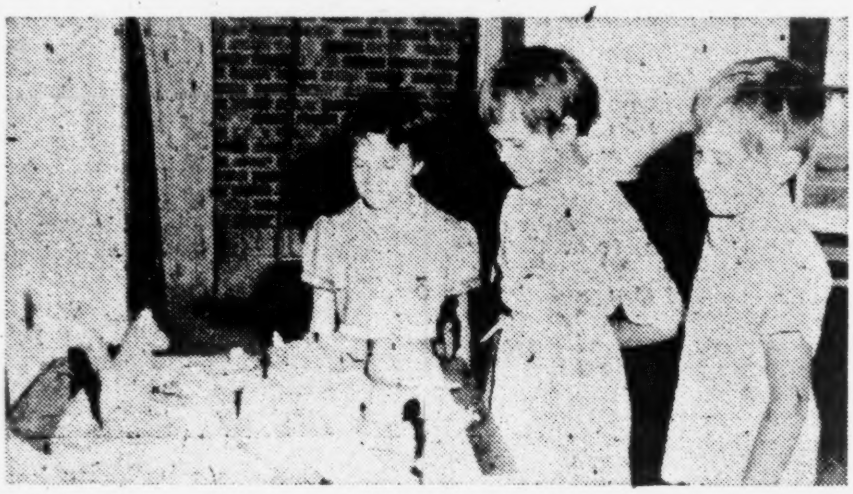
Crystal Lake, Ill. HERALD
MAY 2, 1968

Elementary School District 47 in Crystal Lake is sponsor of an Outdoor Education program federally funded through Title III of the Elementary and Secondary Education Act. The program is directed by Norbert Ziemer. Policy and organization for the program are governed by a committee of teachers representing the school districts involved. Northern Illinois university professor, Doctor Malcom Swan (standing) discusses the procedure he has developed to evaluate the program with professional committee members (l. to r.) back row: Norbert Ziemer, Elmo Donoho, Betty Christensen, Robert Popp, Peggy Waddell, Barbara Belpedio, Joe Szucs and Betty Muffler.

**Planting trees calls for water, so the students delegate own water boys (and girls). Here filling up at the tank truck are, from left, Keith Lockwood, Susan Lieburn, Mark Turner and Brenda Flowers.**

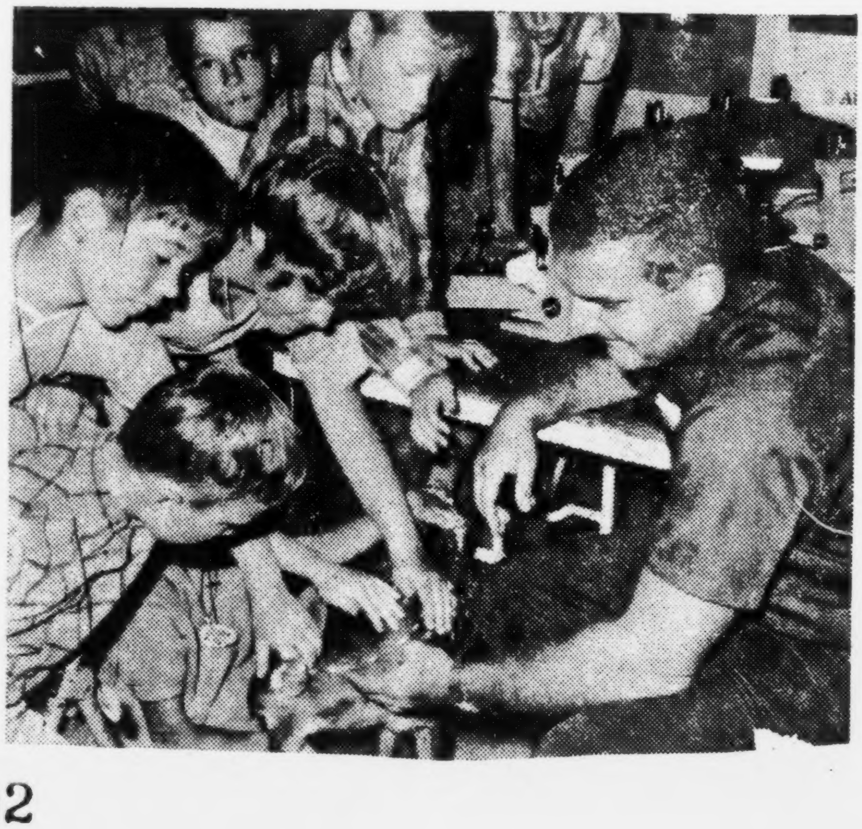


Leonard Scheel of the outdoor education staff studies a sample from the pond during the open house at the new nature center at Veteran Acres July 4 as director Norbert Ziemer looks on.



Eileen, Barbara and John Witek study some of the clay figures made by students in the summer outdoor education program. The display was at the nature center in Veteran Acres July 4.

Crystal Lake, Ill. HERALD
JULY 11, 1968



A welcome visitor to the nature center at Veteran Acres k was a young fawn brought in by Harold Freese of Hillde rd. Bottom to top the children are Wayne Sigmund, Bill shner, Martha Lamb, Bart Berning and Danny Peacock. t's instructor Len Scheel at right.

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# Nature Study Included In Playground Program

Trips to the Crystal Lake Park District Nature Center at Veterans Acres are a part of the playground program this summer.

Children are taken by bus from the various playgrounds to the park where they are met by the Outdoor Education staff directed by Norbert Zeimer.

In the outdoor setting, the children participate in hikes through the woods, are introduced to a friendly duck living on the pond and perhaps hear a story of the martins who make their home in the high rise on the island.

At the end of the day, the children board the bus with the playground director and return to the playground where they relive their experiences.

They also take along the many treasures they may have found while on the nature hike.

In addition, the children on the playgrounds have also had the opportunity to make several field trips with the Outdoor Education staff.

These have included trips to the Morton Arboretum, Illinois Beach State Park and Trout Park, Elgin.

Future trips are planned for Deer Park and White Pines State Park.

There is no additional charge for this program and each play ground in the district has a trips scheduled.

--Woodstock (Ill.) Daily Sentinel--Monday, July 29, 1968

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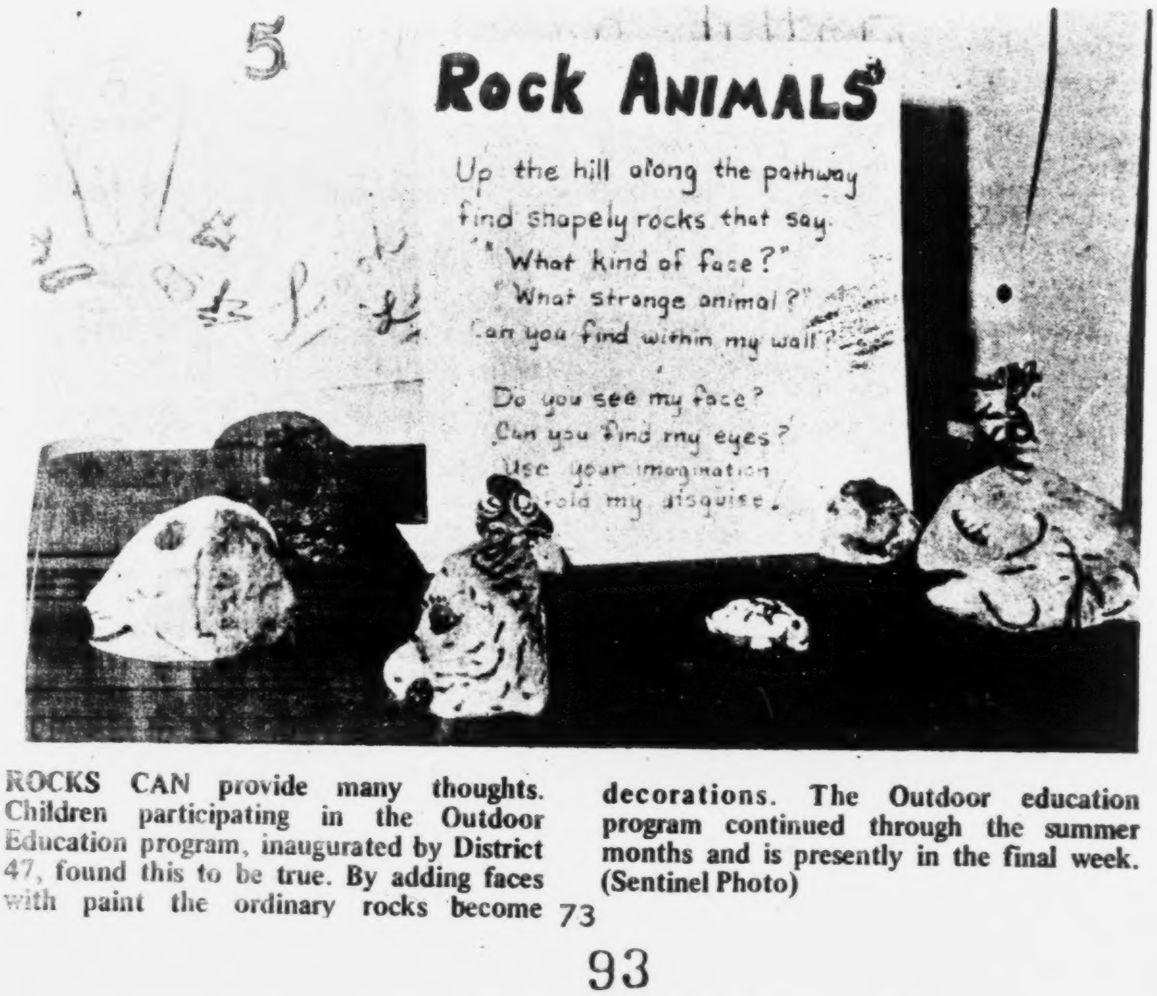
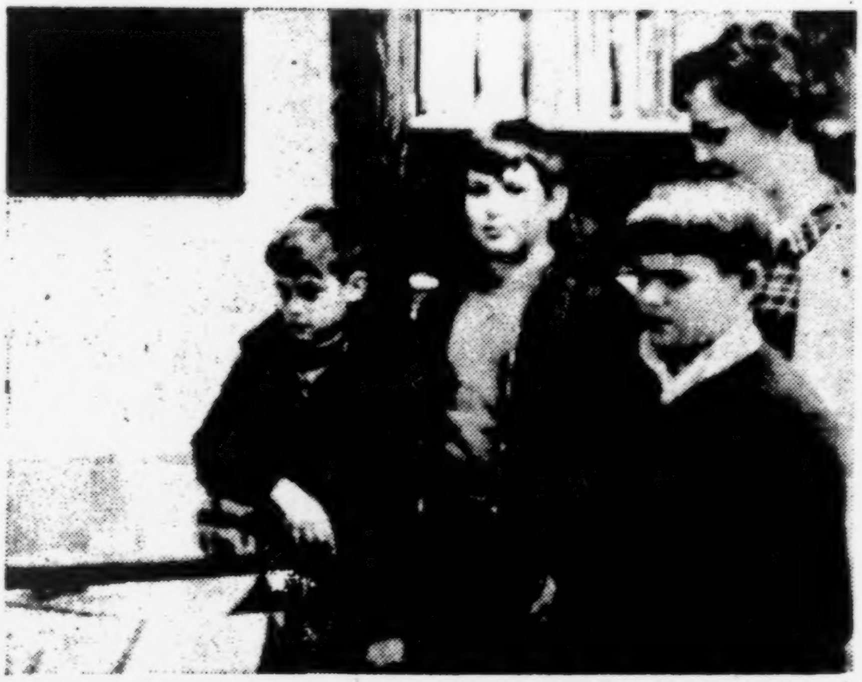
Woodstock, Illinois, Monday, August 12, 1968

# Imaginative Faces On Rocks


5
Rock Animals
Up the hill along the pathway
find shapely rocks that say.
"What kind of face?"
"What strange animal?"
an you find within my wall?
Do you see my face?
Can you find my eyes?
Use your imagination
old my disguise!

ROCKS CAN provide many thoughts. Children participating in the Outdoor Education program, inaugurated by District 47, found this to be true. By adding faces with paint the ordinary rocks become decorations. The Outdoor education program continued through the summer months and is presently in the final week. (Sentinel Photo)

6 Crystal Lake, Ill. HERALD
NOVEMBER 28, 1968



**Mrs. Patricia Kelly, right, librarian at the Crystal Lake Public Library, compliments Kevin Mallory, Eric Cook, and Doug Daugherty, left to right, on the interesting display case they have arranged there.**

The boys included examples of poems, stories, and art work which the sixth graders of Coventry school created on field trips to the Outdoor Education Center in Veteran Acres park.

Mrs. Robert Christensen, Mr. Martin Anderson, and Mr. Charles Peraino, sixth grade teachers at Coventry, enrich the students' curriculum through many direct and meaningful experiences.

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:-Woodstock (Ill.) Daily Sentinel–Monday, Dec. 2, 1968

# *Veteran Acres For the Birds*

CRYSTAL LAKE – Veteran Acres may be for the birds this winter. The Outdoor Education Department of District 47 has pointed out that there are many kinds of birds to be found at feeders, or in the general area.

It is also noted that the birds help by eating billions of insects that annoy or carry disease or harm crops, trees, shrubs and flowers. They also eat tons of weed seeds.

The types of birds most likely to be found at the feeders include black capped chickadee, white breasted nuthatch, slate colored junco and downy woodpecker.

There are others which may be found which include the red bellied woodpecker, red headed woodpecker, hairy woodpecker, tufted titmouse and tree sparrow.

There may also be pheasant and crow, but they are not likely to be found near feeding stations.

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Crystal Lake, Ill. HERALD
NOVEMBER 28, 1968

## Science Project

**Stephan Hrncar, center, holds a salamander which is part of the aquarium in Mrs. Barbara Belpedio's 5th grade classroom at St. Thomas school. Watching are, left to right, Theresa Murphy, Robert Striet, Jay Reckamp, Mrs. Belpedio, and Shelley Svejcar.**

The aquarium is part of a science unit which includes photosynthesis and interrelationships in nature. The bulletin board has the caption "A Trip to Veteran Acres" and was constructed by the 5th graders after their recent outdoor education field trip as part of the Dist. 47 Title III, E.S.E.A. grant.

St. Thomas school is actively involved in this project with Mrs. Belpedio as a member of the Professional Committee for the second year.

# Cary Students Study at Veteran Acres

**Bill Geary. 5th grade teacher at Oak Knoll school, Cary, instructs his students, Jeff Etters, Debbie Ernest, Dana Dougherty, Morrie Vrtis, Glen Koepke, Debbie Holm, and Pattie Borgh, during an outdoor education trip to Veteran Acres.**

**Mrs. Martha Crane, who teaches at Maplewood school, Cary, discusses the powers of observation with Dennis Paquette, an 8th grade student.**

Late in November groups of students from the Cary Elementary school system visited Veteran Acres to study nature first-hand. Cary Schools participate in the Title III, E.S.E.A. Outdoor Education project carried on by School Dist. 47. In this way, they are able to avail themselves of the materials and equipment in the Nature Center facilities, as well as the director and the secretary of the outdoor education program.

Fifth grade students from Oak Knoll school, under the direction of Bill Geary and Tom Bretcha, came ready to think, and to involve their senses of smell, touch, hearing and seeing in the pine area at Veteran Acres. This was part of their science unit on interrelationships in nature.

Accordingly the students were asked how different varieties of trees are alike and how they differ. They were also asked to tell the age of certain trees, if there had ben any damage done to the trees during some years, and which years(s) the trees received more moisture than other years.

While in the wooded area, the 5th graders were shown how there is an interdependence between plants and animals. There one could examine trees for evidence of insect activity on the leaves. Such insects as the tent caterpillar and the fall webworm consume huge quantities of leaves. They, in turn, may become the food of birds which often, too, spread the seeds of the tree aiding in the reproduction of the plant species.

### Depended Upon Plants

Another thing the Oak Knoll pupils were shown is how the Indians depended upon plants native to our area for their food, and how they taught the settlers to use these foods when they arrived in their Conestoga wagons. For instance, there were the "three sisters" — the pumpkin, beans and corn (or maize, as the Indians called it). These native American plants were basic to the Indian diet. Each squaw had a "crop-patch" near the wigwam.

Rose hips, the red fruit on the rose bush, and wild crab apple were well known by the Indians (they are two of over 1000 members of the rose family). The Europeans adopted the orchard and its fine fruit. The Algonquin Indians got their name for chewing the "cambium" (inner bark) of a pine tree. It is sweetest and best in spring as the sweet sap flows, though messy. The closed pine cones were brought in and warmed, for the seed was a basic food. The green cones are sweet in the spring and served as lollipops for the young braves. The bark was often boiled and baked with meat bones into a cake, then smoked for winter eating or as a traveling food.

The red fruit of the sumac was used as a drink or just held under the tongue as refreshment for a runner. An arbor vitae branch or hemlock could serve as a poor substitute for tea or coffee. Maple sugar was used as a food and as a sweetener — or to flavor a brave's meat with maple sap. Fern root was peeled and roasted over a fire, or ground for bread.

Ground nuts found at the edge of the forest were used as we use potatoes. Hickory nuts and walnuts were boiled for their grease and used with meat for pemmican (dried lean meat, pounded into a paste with fat and preserved in the form of pressed cakes). This was a high energy food. The acorn, most important to the Indian, was their potato, which was boiled twice, then roasted and used as a paste. The roots of cow parsnip, Solomon's seal, and spring beauty are nutritious and good. Giant ragweed, pigweed, and lambs quarters were cultivated for their seeds.

### Eighth Grade Trip

Also taking a trip to Veteran Acres were eighth graders from Maplewood School under the direction of Homer Dahlin and Mrs. Martha Crane. The eighth graders had as their objectives to sharpen their powers of observation, to see the need for conservation, to find interrelationships in nature, to use microscopes, to collect and compare various objects they found in nature, such as moss, fungus, and feathers, and to record their observations.

The students were shown that living things depend upon and interact with their environment and that many organisms depend upon other organisms for food. For this reason, they had to make field observations of the food-obtaining activities of many different living things.

Another concept brought out was that life on earth is interdependent. Part of the learning centering around this concept would be going to an area where different kinds of land could be observed and discussing how man has upset the balance of nature in the different areas. Students would be asked to formulate an opinion from their observations as to what the area might have been like 100 or 200 years ago and how man can help maintain the balance in nature.

Microscopes were important to the eighth graders as they visited the pond and collected pond organisms for further study. In this way, they were to discover that there are both aquatic communities and terrestial communities. From all reports, the field trip for these students from Cary was a complete success.

Crystal Lake, Ill. HERALD
DECEMBER 19, 1968
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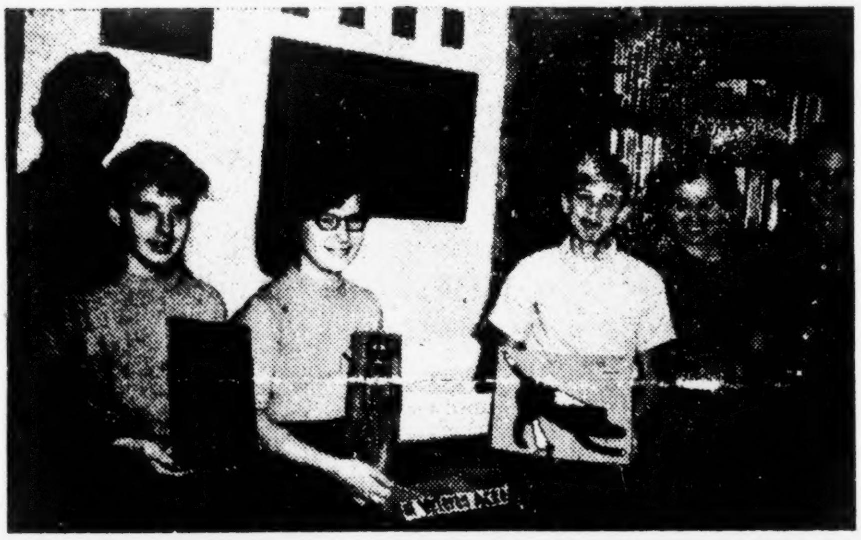
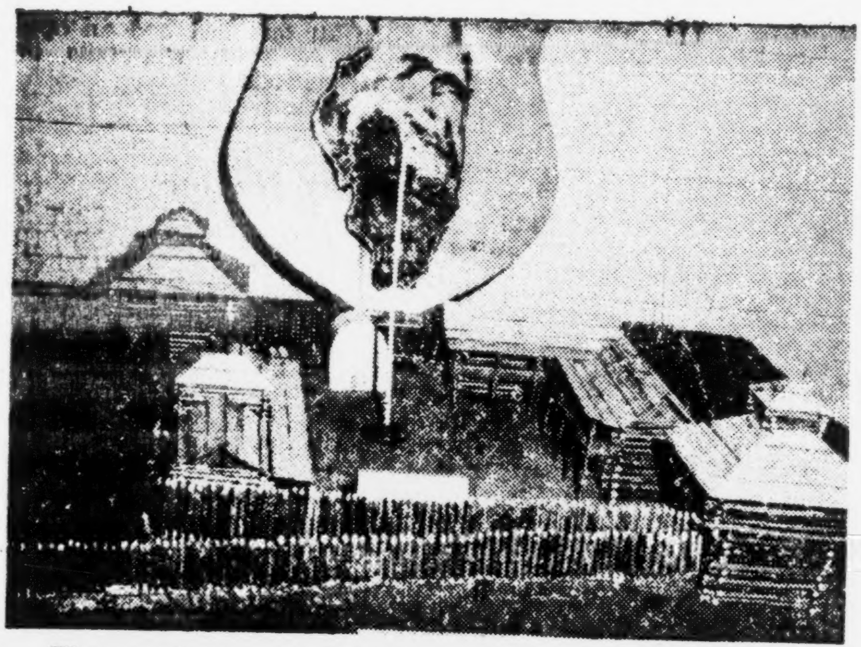
Crystal Lake, Ill. HERALD
DECEMBER 19, 1968



Pupils at Immanuel Lutheran school, under the direction of Robt. Popp, recently completed art projects in connection with the outdoor education program at Veteran Acres. Setting up the projects for display at the Crystal Lake Public Library are, left to right, Norbert Ziemer of the Nature Center, Dee Ann Pfundt, Nancy Bertram, Glen Hubert, Patricia Kelly, librarian, and John Stephan.



This perfect replica of Fort Dearborn is now on display at the Veteran Acres Nature Center in Crystal Lake. It was made by Dan Pearson, an 8th grade student at Orchard St. school, who studied long hours before construcing the scale model of the fort to dimensions he had found through research.

–Woodstock (Ill.) Daily Sentinel–Tuesday, Feb. 25, 1969

# Bird Club Plans March 8 Outing

First of their 1969 trips will be taken by members of McHenry county chapter of Illinois Audubon Society, Mar. 8, when they will drive to Rockford. There they will tour the Burpee Natural History museum on N. Main St.

Meeting at 8:45 a.m., they will be welcomed by Milton Mahlburg, museum director. He will take them on a tour of the exhibits, which show many birds, including a whooping crane, animals, shells and rocks, also an Indian room in the making.

After the viewing, rolls and coffee will be served by bird club members Florence and George Baker and Mrs. Mildred Zoellick, all of Belvidere.

Save Allerton Park petitioning was handled in Cary, Woodstock and Crystal Lake stores and banks by many Audubon and garden club members and other volunteers including 4-H members in Cary and Explorer Scouts in Crystal Lake. This was the major effort Feb. 20-22 in places of business, but the campaign will be continued by individuals for another two weeks. Anyone who would like to sign a petition is invited to phone Maurice Watson of Crystal Lake, president of the McHenry county chapter of IAS, or Mrs. Clyde Titus of Crystal Lake, chairman of the local Allerton campaign, who will endeavor to get petitions to them.

This 1,500 acre Allerton park approximately half way between Champaign and Decatur is now threatened with 40 per cent destruction by Oakley dam and reservoir proposed by the Army Corps of Engineers. The petitions addressed to federal and state legislators plead preservation of the park for the enjoyment and education of this and future generations. Conservationists and civilian engineers urge alternative plans for solving Decatur's water supply problem which would not flood the park cost $65,000,000

That natural beauty was emphasized at the McHenry County bird club's February meeting, which was held in the new Outdoor Education Center in Veteran Acres park, Crystal Lake. Director Norbert Ziemer presented color slides showing some of the thousands of children and teachers who have studied not only biology, other sciences and art but also mathematics, language arts and sociology in the Center and Veteran Acres park.

The center was established and is financed by the Crystal Lake park district and schools in unique cooperative arrangement – Dist. 47, Immanuel Lutheran and St. Thomas schools in Crystal Lake, and public schools in Cary, Fox River Grove, Prairie Grove and Ridgefield. It is supplied with equipment such as a mobile laboratory, 40 microscopes, a film library, projectors for films and film strips, plant models, a weather station, tape recordings, etc. by the federal government under Title 3 ESEA (Elementary Secondary Education Act). About 1,000 yards of nature trail has been created with wood chips donated by Commonwealth Edison Co., with spikes and stakes given by Rosenthal's of Crystal Lake.

So successful has been the work at the Center that Ziemer has been invited to help teachers promote similar education in numerous other areas even as far away as Albuquerque, N.M., where he gave a slide presentation at the University of New Mexico in January of this year.

The meeting in the Center ended with refreshments, far more elaborate than the "mid-hike" food the birders are used to, but generously supplied by Mrs. Vera Churchill, Mr. and Mrs. Clyde Titus and Miss Bertha Anderson, all of Crystal Lake.

Crystal Lake, Ill. HERALD
MAY 29, 1969 5

# North 6th Graders Plant Seedlings at Veteran Acres

Tim Struckmeier, sixth grade teacher at North school, planned several field trips to Veteran Acres as part of a conservation study unit.

The major objective of the most recent field trip was to plant over 150 red and white pine seedlings. This is a part of the reforestation project carried on for the third year by the outdoor education program of School Dist. 47 and the Crystal Lake Park District cooperatively in the Title III, E.S.E.A. project.

North sixth graders, Mike McCaffrey, Peter Brandt, Warren Gilstrap, Pat Kennedy, Kurt Schafer, left to right above, and Mr. Struckmeier (standing) are looking upon the planting of their last seedling.

The girls, Cheryl Lindquist, Penny Disch, Jannon McKenney, Pat Tholen, and Ann Wilson, left to right above, not to be outdone, find they have only two seedlings left. "Look how many seedlings we have planted. Isn't North school the best?" were among the comments heard.

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The identification of trees was part of the field trip to Veteran Acres taken by 8th grade students from Maplewood school on May 21. Taking part in the study of trees were, left to right, Bob Dickman, Gerry Stroner, Mike Ashmore, Cheryl Neil, instructor Homer Dahlin, and Debbie Hatcher.

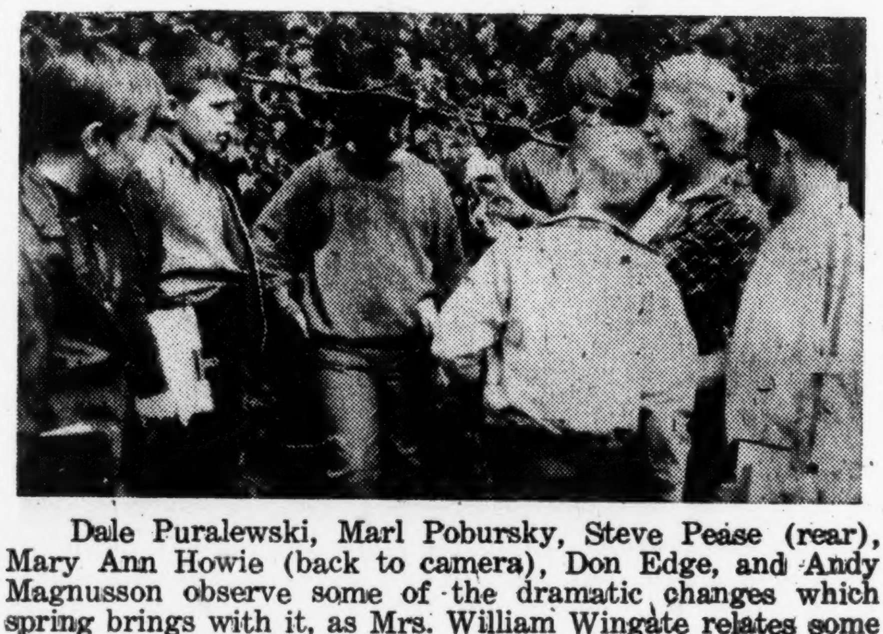
Homer Dahlin and his 8th grade students from Cary's Maplewood school took a field trip to Veteran Acres in Crystal Lake last week. The trip was the third of a series for the students during the school year.

Objectives for this trip were part of the total unit on ecology, the study of the mutual relations between organisms and their environment. As part of their studies on the trip, the students used the "Master Tree Finder," a booklet designed to aid them in identifying various trees in the area and determining how the trees help man.

Teachers from Cary have participated in the outdoor education program's workshops this year and shared curriculum materials as a part of the Title III, E.S.E.A. project.

6 Crystal Lake, Ill. HERALD
JUNE 5, 1969

Relating outdoor education to classroom learning situations is standard procedure in Dist. 47. Typical of such lessons was one conducted by junior high school language arts instructor Miss Virginia Croghan after her 8th grade language arts class participated in a field trip to the Outdoor Education Center at Veteran Acres. The students created descriptive themes about their experiences with nature in the season of spring, and shown with a bulletin board display of the creative English themes are four of the participants (left to right): Pamela Jankowski, Stephanie Fischer, Steve Peck and Peter Swenson.



Dale Puralewski, Marl Pobursky, Steve Pease (rear), Mary Ann Howie (back to camera), Don Edge, and Andy Magnusson observe some of the dramatic changes which spring brings with it, as Mrs. William Wingate relates some interesting facts and anecdotes.

How can we identify this tree? What are some of the outstanding characteristics? These were some of the questions asked as Mrs. William Wingate of Crystal Lake recently helped the teachers guide the three Coventry school sixth grade classes through a natural area near Covered Bridge Trails. This was one section of a three part field trip using the outdoor education center at Veteran Acres as the focal point. Instructors Chuck Peraino, Mrs. Robert Christiansen, and Martin Anderson prepared unusual direct and meaningful experiences in math, science, and art for the all day trip.

Crystal Lake, Ill. HERALD
JULY 10, 1969

# Children Take Trip to Crabtree Farm

Cook County Naturalist Charles A. Westcott, 2nd from right discusses some of the wonders and complexities of bird feathers with, left to right, Lorrie Walters, Kurt Fetzner, W. S. Wingate, Keith Wildinson, and Alice Pilz.

The first fieldtrip of the summer nature program at Veteran Acres, for this year, was to the Crabtree Farm, of the Cook County Forest Preserve.

The 1,100 acres offer a variety of bird habitats. Thirty four children, who were enrolled in the first session, observed and compared natural reforestation, as well as man's efforts. They saw how the bluebird houses in this area were being investigated and disturbed by curious raccoon and mice.

The large pond was a beautiful sight with the flock of Canadian Geese majestically floating on its surface. The first captive Canadian Geese were brought here by A. L. Eustice in the 1930's. Also noteworthy was the rearing of the Greater Prairie Chicken here several years ago, marking the first successful rearing of this native grouse under captive conditions for release purposes.

For the children, the highlight of the fieldtrip was the sighting of a family of Red-Tailed Hawks, leisurely circling overhead, as they glided on the drafts of buoyant air.

William Wingate and Norbert Ziemer are coordinators for the summer nature program.

**MEMBERS OF THE CLASS FOR THE PHYSICALLY HANDICAPPED at District 47's North School, took an outdoor education field trip to Veteran Acres last week. Pictured gathered around the pond and feeding the geese are Clayton Hussey, teacher, Lillian Forsberg, Peggy Franz, Mrs. Alma Green, Cathy Chereck, Roger Nelson, Timmy Peterson, student teacher, Kathy Kunze, Susan Bryant, outdoor ed. director, Norb Ziemer and (behind him) physical therapist, Mrs. Gisella Higgins.**

# Physically Handicapped Enjoy Outdoor Education

Six members of a class for physically handicapped children which is being held this year in District 47's North School, were taken to Veteran Acres on Friday, Sept. 12, for outdoor education and they spent about an hour in the park.

Their teacher is Lillian Forsberg, who has had special training in both outdoor education and in teaching the physically handicapped.

The students were met at the Nature Center by District 47's outdoor education director, Norbert Ziemer. Ziemer showed them some of the many displays in the Nature Center, including a stuffed owl, a stuffed porcupine, and the skull of a cow. The students were delighted that they were abive to feel these objects which they had previously seen in books.

Ziemer also showed them various birds' nests. The students felt the nests and discussed with Ziemer what the nests were made of. They were also shown projects other students had made from objects found in nature.

Later on, the students went out to the Wildlife Preserve to look at "Bones" and "Tic Tac, the Doe," two deer which are kept in the Preserve, and also to view the turkeys, pheasants and peacocks. Here the students collected feathers to later be used for making their own art creations.

From there, they went down to the pond's edge to feed bread to the ducks. Much to the children's delight, the flock of geese which also inhabit the pond, decided to join the gathering and their loud honking and funny antics entertained everyone.

The students also spent some time collecting weeks which they had studied about in school. The three purposes of their trip were: (1) to observe the similarities and differences between ducks and geese; (2) to observe the land animals in their pens; and (3) to find certain planets mentioned in their daily readers, and with the help of their teachers they accomplished all three goals.

CRYSTAL LAKE HERALD, September 25, 1969, Page 5

## Fifth Graders Study Nature in Action

Immanuel Lutheran school science supervisor Robert Popp, 2nd from left, identifies plants with fifth graders, left to ight, John Vesely, Heather Capps, Doug Younger, and K hy Kriz.

Crystal Lake, Ill. HERALD
SEPTEMBER 25, 1969

Tim Stephan, Mr. Popp, Bill Raye, Bill Ball, John Vesely, and Heather Capps, left to right, hike along a trail in Veteran Acres.

There must have been quite a few nervous mothers in Crystal Lake last Friday.

That's the day that fifth graders of Immanuel Lutheran school, under the direction of science supervisor Robert Popp, took a field trip to Veteran Acres and one of the objectives of their trip was to learn to identify poison ivy. Apparently they had been taught well in the classroom beforehand, for at this writing there were no reported cases of the rash among the student body.

Actually the fifth graders planned several objectives for the trip. First was a hike on a trail through the woods where they were to not only identify the "poisonous" weed, but also look for various kinds of trees, collecting one leaf and seed from each type of tree that was found. The fifth graders also decided themselves to find and identify fungi, lichen, mosses, and ferns which grow in the woods.

Questions which arose during the trip included "Why do trees fall?" and "What becomes of fallen trees?" Of course, they were also told to look for signs of the approaching Autumn.

The next step on the field trip was a hike on a "prairie trail" to find evidence of how seeds spread and to collect enough seeds to make a lab study. Then they went to the pond to look for seeds of water plants and to try to answer the question "How do these plants multiply?"

Later, the students used microscopes in the Outdoor Education Center to observe the leaves, seeds and flower parts that they had collected and further identify their findings. As the last part of their assignment, they had to make one detailed drawing of one of the items observed.

Woodstock (Ill.) Daily Sentinel—Friday, September 26, 1969—

# Art In Nature Offered By County College

Among the adult education, non-credit courses offered by the McHenry County College for the fall term, will be "Art in Nature".

The class will meet Tuesday, Sept. 30, at 7 p.m. in the Nature Center Building, at 330 North Main Street. (North of Route 176)

The classes will be instructed by Norbert Ziemer, Outdoor Education director for District 47.

The program consists of the use of materials from nature and normal media representing nature. The various media used includes wood, clay, dried flowers, fruits, nuts, berries, grasses, pine cones and plaster of Paris.

Guests instructors are scheduled for various art and craft areas including: dried natural arrangements, clay sculpture, plaster casting, pine cone crafts and Christmas projects.

The class will meet each Tuesday beginning at 7 p.m. Registration may still be made on the first class meeting. The cost will be $12.50.

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Crystal Lake, Ill. HERALD
SEPTEMBER 25. 1969

# "Arts in Nature" Will Be Offered at Nature Center

Among the adult education, non-credit courses offered by the McHenry County College for the fall term will be "Art in Nature".

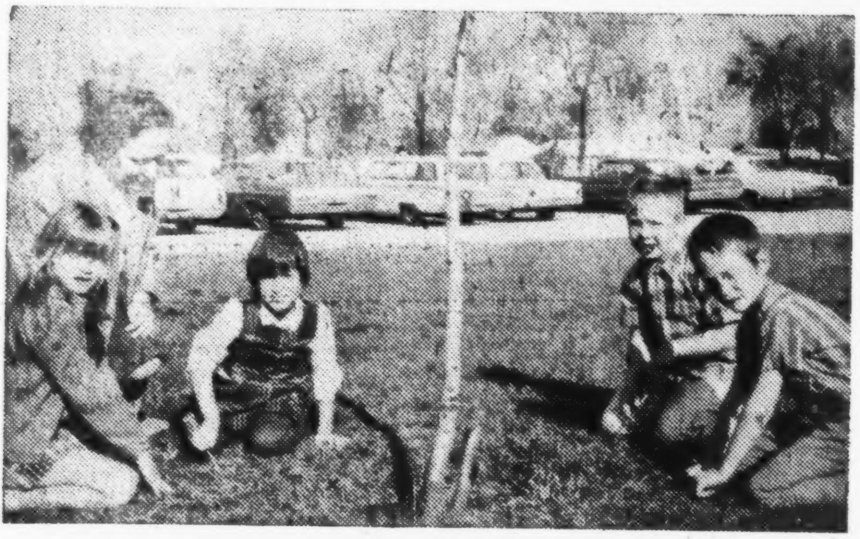
The class will meet for the first time Tuesday, Sept. 30, at 7 p.m. in the Nature Center building, at 330 N. Main st. (north of Rte. 176). Classes will be instructed by Norbert Ziemer, Outdoor Education director for Dist. 47.

The program consists of the use of materials from nature and normal media representing nature. The various media used includes wood, clay, dried flowers, fruits, nuts, berries, grasses, pine cones and plaster of Paris. Guest instructors, lecturing on natural arrangements for fall banquets and other seasonal related activities, will enrich the sessions.

The class will meet each Tuesday beginning at 7 p.m. Registration may still be made and fees paid at the first class meeting.

CRYSTAL LAKE HERALD, November 27, 1969

**NORBERT ZIEMER**, left, director of Outdoor Education for School District 47, points out a black cherry tree at Veteran Acres to Robert D. Furry, center, and Dr. George Reutter of the State Office of Public Instruction. Mr. Furry is the supervisor of special projects for Title III, ESEA, under which the Outdoor Education Program is operated, and Dr. Reutter is assistant director for evaluation. Crystal Lake's Title III project was developed by Robert Blazier, assistant superintendent of District 47.



Following the study of plants and seeds, Mrs. Eldoris Kopsell and her 2nd grade class at West school studied soils both at Veteran Acres and around their school grounds. Left to right are: Jaci Hruby, Mrs. Kopsell, Carole Janokowski, Frank Schoensiegel, and Leonard Roark doing some planting to beautify their school grounds.

Crystal Lake, Ill. HERALD
NOVEMBER 27, 1969

CRYSTAL LAKE HERALD, December 4, 1969

# St. Thomas 5th Graders Observe Nature

THIRTY–TWO 5th GRADERS FROM ST. THOMAS SCHOOL planned an afternoon of study in nature's classroom at Veteran Acres Nov. 25. Among the afternoon's activities were tree and bud identification, observing animal tracks and studying the ways nature prepares for winter. In the above picture, Bernie Schleicher, Kurt McCarthy, Peter Kennedy (rear), Mary Jo Bancock, Sister Christopher and Kristen Doherty examine the pines in an open area, counting the swirls to tell their age.

TEACHERS OF ST. THOMAS SCHOOL make use of the Outdoor Education program at Veteran Acres to make learning more meaningful for their students. St. Thomas School is involved in the Title III ESEA program and makes use of the materials, books, and science equipment available at the Nature Center. Here, left to right, Mike Eagan, Judy Andrew, Mark Schultz, Sr. Christopher, and Mary Etheredge observe deciduous trees and later took back some samples to examine under the microscope.

# Fifth Graders Return to the Days of Pioneers and Indians

As families across the nation enjoyed their Thanksgiving meals last week, many conversations turned to the first Thanksgiving, and everyone expressed his ideas of what life might have been like for the pioneers and Indians of early America. In Crystal Lake this year, there was at least one group of "experts" on the subject.

Members of Miss Vivian Linden's fifth grade class at North school studied a unit on life in early America. They spent much of the time learning about this country's Indians and about how they met everyday needs.

"We learned about the tribes and the arrowheads and bows and arrows," said Deanne Rhodes, one of many class members who were more than willing to share their recently-gained knowledge with others.

A couple of the boys in the class together explained that in order to hunt for food, the Indians formed arrowheads. The arrowheads were either attached to sticks and thrown or used with a bow, they said, adding that the arrowheads were sharpened on rocks.

The wilderness supplied the Indians with other food too. Corn (maize, as the Indians called it), beans and pumpkins (including the squash) were three native American plants that were basic to the Indian diet and probably found their places on the first Thanksgiving table.

Rose hips, the red fruit on the rose bush, was another common food for the Indians. Apples are members of the rose family, but the Indians only knew the rose hip and the wild crabs. The rose hip is a miniature apple and is best once frozen and thawed. It wasn't until after the Europeans began settling the new-found land that the orchard and its fine fruits were adopted, the children learned.

The Algonquin Indians got their name for chewing the "cambium" inner bark of the pine tree. It's sweet and best in spring as the sweet sap flows. The seed of the pine cones, too, was basic food. The young green cones were so sweet that in spring they were the young brave's "lollipops." The bark was often boiled and baked with meat bones into a cake, then smoked for winter eating or traveling foods.

Crystal Lake, Ill. HERALD
DECEMBER 4, 1969

MELTING PARAFFIN over a campfire at the Nature center are Miss Vivian Linden (on left), Norbert Ziemer, director of the outdoor education program, and fifth graders, Pat Babbington, Deanne Rhodes and Bob Gustafson. The paraffin was used by the students to make candles.

BRINGING TREASURES in from the woods are (from left) Debi Knowles, who brings sumac that will be used to make dye, Kathy Masci, with a nest, and Cheryl Maish, who brings a bucket of twigs. With them are Bernice Wheeler, a graduate student in outdoor education at Northern Illinois university, and Norbert Ziemer.

What the students read about and talked about in the classroom began to have more meaning for them as they assumed roles of the early Americans and brought their classroom knowledge into the "wilderness" of the Outdoor Education Nature center on several occasions.

During one visit to the center, the students began the day by taking a hike through the woods and gathering wood for a fire, pine cones for an art project and materials to be used as sources for dyes.

"We broke the wood and arranged it in a teepee style for the fire," explained Bob Gustafson. "We used paper with the wood to get it started," he added.

"And we had to have buckets of water in case something happened to the fire," Drew Freund offered.

The students enjoyed a meal cooked over the campfire, even though it didn't feature too many of the Indian's favorites. The boys and girls cooked hot dogs and hot chocolate.

The youngsters learned that both the Indians and pioneers colored cloth with materials found in nature. Some of the materials used by them were berries, stems, bark, nutshells, seeds and grasses. The eager students scoured the woods for as many of the items as they could and came up with berries, sumac leaves and stems, bark and nutshells. In lieu of grass, Norbert Ziemer, director of the center, furnished them with spinach.

When they returned to the building, the boys and girls placed the collected materials into kettles of water. Through experimentation they learned that the intensity of the color depends on the amount of water used and on the length of time it is boiled.

For example, the sumac leaves turn the water any color from yellow to red depending on how long they are boiled. Most of the dyes made from native materials produce soft colors in contrast to the brilliant colors produced by commercial means.

The children also found out that the material to be dyed should first be washed with soap and water — and thoroughly rinsed. Many materials will not take dyes well and will fade easily until the Indians of long ago as well they are first treated with a mordant, a chemical which will help absorb and keep the color. The dyes are strained through cheese cloth and then reboiled, along with the material being dyed. Again, the boiling time determines the color of the material. The material is rinsed and dried in a shaded place.

PINE CONES gathered in the woods are made into owls and mice by members of the class, (from left) Jill Giles, Bill Jacobs, Jackie Finn and Drew Freund. The students planned to determine what kinds of weeds were used in the nest by putting the nest in water and watching the weeds grow.

A second project undertaken by the students was the making of candles. Since the early Americans had no electricity, they had to depend on fires of one sort or another for light after dark. The candle provided a portable light for them.

Although beeswax is the best wax to use for candles, the students used paraffin for theirs. They melted the wax over a fire and learned that they could melt crayons along with the wax to produce colored candles. String was used for the wicking and knots were tied on both ends.

The candles were made by dipping the wicking in and out of the paraffin. Between each dip, the string was held up to cool. As the wax began to adhere to the string, the candlemaker had to be careful to remove the candle quickly so that it did not melt in the hot wax. The students used their fingers to shape the candles.

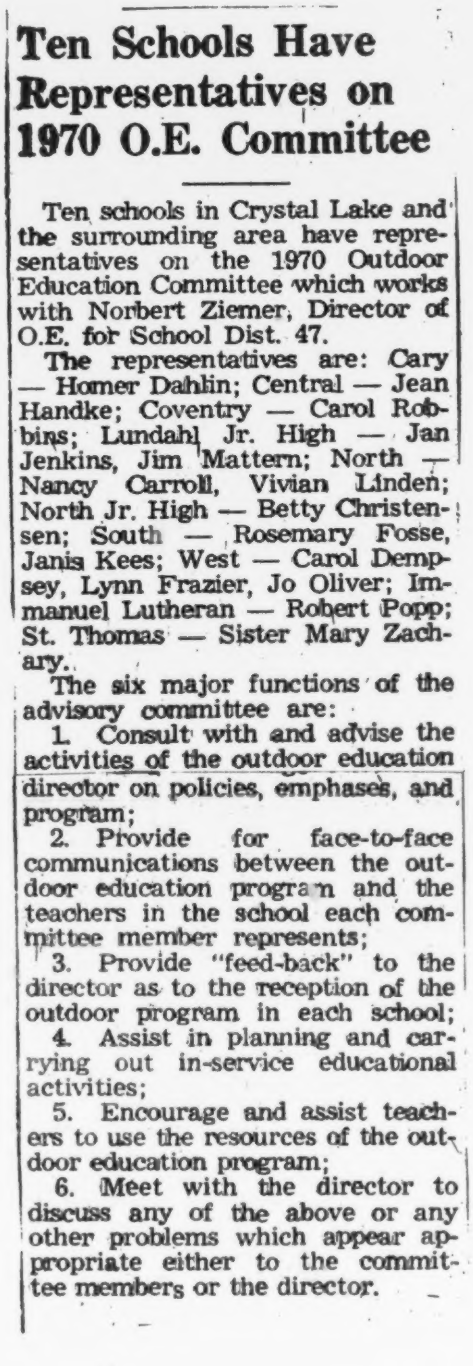
The pine cones the children found in the woods were used to make ornamental animals — such as mice, owls or turkeys. Perhaps this is the kind of toys the pioneers made for their children, they guessed.

Deanne Rhodes enjoyed making the animals and was anxious to explain that eyes were made with split peas and that the animals were glued to pieces of tree bark as a stand.

The excursions to the Nature center are a big part of the unit on early America for the children, for it is by doing that they come to a greater understanding of what they are studying.

Playing the parts of Indians and pioneers for a day helped the children gain a better picture of the Indian's story.

Crystal Lake, Ill. HERALD
FEBRUARY 12, 1970



# Ten Schools Have Representatives on 1970 O.E. Committee

Ten schools in Crystal Lake and the surrounding area have representatives on the 1970 Outdoor Education Committee which works with Norbert Ziemer, Director of O.E. for School Dist. 47.

The representatives are: Cary — Homer Dahlin; Central — Jean Handke; Coventry — Carol Robbins; Lundahl Jr. High — Jan Jenkins, Jim Mattern; North — Nancy Carroll, Vivian Linden; North Jr. High — Betty Christensen; South — Rosemary Fosse, Janis Kees; West — Carol Dempsey, Lynn Frazier, Jo Oliver; Immanuel Lutheran — Robert Popp; St. Thomas — Sister Mary Zachary.

The six major functions of the advisory committee are:

1. Consult with and advise the activities of the outdoor education director on policies, emphases, and program;
2. Provide for face-to-face communications between the outdoor education program and the teachers in the school each committee member represents;
3. Provide "feed-back" to the director as to the reception of the outdoor program in each school;
4. Assist in planning and carrying out in-service educational activities;
5. Encourage and assist teachers to use the resources of the outdoor education program;
6. Meet with the director to discuss any of the above or any other problems which appear appropriate either to the committee members or the director.

Crystal Lake, Ill. HERALD
MARCH 19, 1970

# District 47 Board Approves 1970-71 Salary Schedule

### Members Also Give Okay to Outdoor Ed. Budget

Norbert Ziemer, director of the Outdoor Education Center, appeared at the board meeting and gave a report on the first three years of the outdoor education program. Heretofore, it has been financed by the Title III program of federal aid to education which granted $35,000 for its operation. It had been known that these funds would only be available for three years to launch and get established such a program. Ziemer and Howard Schneider, assistant superintendent for business, worked together to draw a budget of $26,000 so the program can continue and be supported by District 47. This was presented to the board.

Ziemer showed slides of the program activities and told of his pleasure with its progress. He noted that over 3,000 students participated at Veteran Acres last year from September to December. He said that teacher-student planning and follow-up have improved steadily and stated that the program has been involved with "interrelationships in nature" all along, and now there is a strong national emphasis on ecology. "The seeds are falling on fertile ground," he said and proceeded to read a letter from public librarian, Mrs. Patricia Kelly. In it she said how worthwhile the outdoor education display case at the library has been.

Board members praised the value of the outdoor education program and its director. They voted unanimously to accept the budget for next year. Superintendent Corbyn Hamby explained that some participation and financial support may be forthcoming from near-by school districts. He envisions the Crystal Lake facilities as servicing an area of 10,000 students besides local ones.

# Crystal Lake Continues Lead in Outdoor Ed

OUTDOOR EDUCATION LAY COMMITTEE members are, left to right: Robert Fleck, Dr. Malcolm Swan (rear), Ted Sterne, Mrs. James Venerable, Dr. George Donaldson, Mrs. Kenneth Fiske, Fred Rozum, Mrs. Fred Johnson, Shuji Kimura, Norbert Ziemer, William Wingate (partially hidden), Len Scheel, James Oerkfitz, Miss Berniece Wheeler, foreground, was recently an intern in the local outdoor education program.

The Outdoor Education Lay Committee Members met at Veteran Acres on Mar. 11 as a part of the three year evaluation of this Title III, E.S.E.A. Project. Dr. George Donaldson and Dr. Malcolm Swan are consultants from Northern Illinois University and are in the process of evaluating the total school-community program.

The committee members react to the program, suggest ideas on improvement, evaluate the program, and further community involvement and support of the program. These members have volunteered their time and talents as resource personnel, working directly with teachers and-or their students. Oftentimes they offer or use their property as study areas.

The committee meets with the director, several times during the year and the consultants from Northern Illinois University. Letters are sent out monthly on the activities and plans of the program.

Absent from the picture are: Robert Blazier, Ass't Supt. Dist. 47; Otto Wenger, chemist; Burton Atwood, regional coordinator for research in the Dept. of Interior.

The program has been successful for several reasons: the assistance and encouragement from Northern Illinois University; the committment and support from the Board of Education for District 47; recognition of the program's value by the Title III, E.S.E.A. Funding Agency; teacher acceptance and enthusiasm for the project; community involvement and backing; and positive student reaction and administrative support.

The Outdoor Education and environmental studies program has stressed the many and varied interrelationships of our world; ecology, the environment, the problems of our technological society, and the education of the "whole" child. This then is an "outdoor interpretation," which develops an awareness of the dependence on Nature, to better prepare the student to cope with the problems with which he will be faced.

This educational concept has become a vital part of many school districts. One of the major hopes for the preservation of our society seems to lie with teaching values and methods in this type of learning situation.

District 47 has the reputation for leadership in this field. School districts in Lombard, Downers Grove, Glen Ellyn and Highland Park have relied on local leadership and advice in establishing similar projects.

CRYSTAL LAKE HERALD,

TUESDAY, MARCH 24, 1970

Page 2, CRYSTAL LAKE HERALD, April 30, 1970

# Crystal Lake Celebrates Arbor Day, 1970

Friday, Apr. 24 was Arbor Day in Crystal Lake as well as across the country. Each year the five garden clubs of Crystal Lake take turns hosting special Arbor Day ceremonies and this year they were hosted by the Crystal Lake Garden Club. On Arbor Day, awards were presented to the winners of the conservation poster contest conducted in the fifth grade classes of all Crystal Lake schools. Here Central school winners Christy Tipps and Jerrol Golden plant a tree at the Nature Center. Looking on are, left to right, their teacher Mrs. Seal, Mrs. Clyde Titus, Mrs. Greg Streb, Norb Ziemer, and Mrs. Lee Biedermann, pres. of the C.L. Garden Club. Other Central school winners were Nancy Oleson, Martin Wozny, Colleen Browne, Karen Yankala, Karen Kufahl, Maureen Sullivan, and Ginger Turner.